



Forward Thinking, High Achieving.

DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES 2011-2012

Trustees,

The 2011-2012 school year continues to be a year of great achievement. From implementing two “ground breaking” academies that epitomize 21st century teaching and learning, to our efforts to increase the graduation rate and student achievement PK-12, the Missoula County Public Schools continue to lead in terms of innovation, creativity and leadership. Thanks to you and our staff, students, parents and the community at large, we should anticipate even greater achievements in the near future.

Please take the time to review the District Status Report for 2011-2012. The Cabinet and I look forward to our conversation on Thursday, October 25th.

The Best to You,

Alyx



Forward Thinking, High Achieving.

DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES 2011-2012

**Thursday, October 25, 2012
Business Building Boardroom
915 South Avenue West
2:00 – 4:30 p.m.**

AGENDA

- | | |
|--|--|
| 1. Introduction – Overview | Alex Apostle |
| 2. Public Comment | |
| 3. Employee Relations | Melanie Charlson
Sheri Postma
Karen Allen |
| 4. School for the 21st Century-A Model of Change | |
| 5. Schools for the 21st Century-
Building Department Goals
Common Core | Heather Davis Schmidt |
| 6. Graduation Matters – Student Achievement | Mark Thane |
| 7. Business Services | Pat McHugh |
| 8. Operations & Facilities | Scott Reed |
| 9. Human Resources | Steve McHugh |
| 10. Public Affairs | Lesli Brassfield |



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DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES

October 25, 2012

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DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES 2011-2012

**OVERVIEW
ALEX APOSTLE**

21st Century Schools

Missoula County Public Schools

District Status Report to the Board of Trustees

October 25, 2012

Alex P. Apostle, Superintendent

5 District Goals

1. Achievement and graduation for all students regardless of their circumstances and abilities.
2. Refine and implement a quality evaluation and supervision program for all staff.
3. Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff.
4. Restructure the organization to become more efficient, effective and accountable to support the goals of the District.
5. Cultivate and enhance staff, student, parent, business and community involvement.



3 Major MCPS Initiatives

1. Schools for the 21st Century
2. Graduation Matters Missoula
3. Student Achievement and Graduation for All regardless of circumstances and abilities.



The State of Montana
has embraced our initiatives.

- Graduation Matters Montana
- Schools for the 21st Century
- Student Academic Success

MCPS / U of M a Partnership

Program Articulation

MCPS

21st Century Initiative
Graduation Matters Missoula
All Students Succeed

UM

Global Education and Leadership
Student Success
All Students Succeed

Academic Programs Implemented Fall 2012

- International Baccalaureate – Hellgate H. S.
- Health Sciences Academy – Big Sky H. S.



New Programs

- MCPS and U of M Robotics/Electronics program
- Chinese and Arabic languages
- Dual Credit UM/MCPS
- Digital Academy – Credit enrichment/Credit recovery
- Aventa Program – Credit recovery



Missoula Generosity and Spirit

- May 2011 – the Missoula community passed levies of nearly 7 million dollars to support our schools
- Missoula County Public School has received \$638,950 from private sources in support of all 3 initiatives



MCPS Vision

- Continue to focus on our 5 goals and 3 initiatives
- Embed in our school/community culture a “student first “ philosophy
- Prepare our students to not only compete on the world stage but to lead, collaborate and win
- Continue to create the standard for public education for the State of Montana and beyond
- Establish educational programs that embrace the six elements of change within our 21st Century Model
- Lead with courage and confidence
- Risk to create and innovate, and through this dynamic, influence the system
- Through our educational program, inspire our students, teachers and community to aspire and succeed towards their hopes and dreams



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DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES 2011-2012

**EMPLOYEE RELATIONS
MELANIE CHARLSON**



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EMPLOYEE RELATIONS –

MCPS & Missoula Education Association

- Grateful MEA always has a seat at the table
- Clear, open communication = Successful Partnerships
 - Negotiations, IB discussions/implementation, Health Sciences Academy, Professional Development planning and debriefing, Superintendent's Advisory Committee, Educational Priorities Committee, Story Corps project, Facilities Plan Committee, Create MEA/Board conversation opportunities
- Looking forward to another productive & successful partnership year in 2012/2013



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DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES 2011-2012

**EMPLOYEE RELATIONS
SHERI POSTMA**



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MMCEO-Support Staff

Negotiations

- Successful bargaining results for the 2012-2013 school year.
Contract ratified by MMCEO members with a 96% approval vote.
Every employee received a pay increase.

Job Reclassification

- Bargained a written process which allows employees an opportunity to seek job reclassification.
Building on the baseline of the CMS Reclassification Study from 2005

Communication

- Meet with Dr. Alex Apostle weekly.
Friday morning breakfast with Dr. Apostle has been a weekly tradition for the past 4 years.
Good discussion, ideas and respect, are a result of these meetings.
- Meet weekly with Mr. Steve McHugh.
We meet with Mr. McHugh every Thursday afternoon.
We discuss employee issues, upcoming events and various other topics that might arise.
These meetings are very important. We can usually solve issues before they become problems.

MMCEO Goals

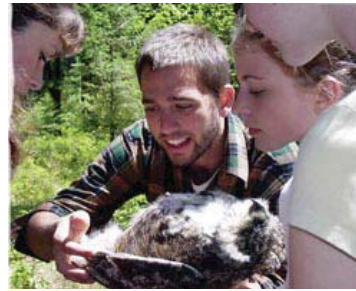
- Continue collaborative communication with Administration
- Review and update job descriptions
- Develop relevant job related evaluations



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**DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES
2011-2012**

**SCHOOLS FOR THE 21ST CENTURY – A MODEL OF CHANGE
KAREN ALLEN**



Missoula County Public Schools

21st Century Education Initiatives

October 2012



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MCPS Vision of a Framework for Education in the 21st Century

We communicate; we collaborate; we think critically; and we create.

We are Missoula County Public Schools — educational leaders in a global society.....

.....fostering uncompromising excellence and empowering all learners.

21st Century Model of Education

This fall, our district enters its second year of implementation of the 21st century model of education. You might ask, “Why does public education—and MCPS in particular—need to change?” The simplest reason is this: the way we live and participate in our work and home is changing and education needs to prepare students for these new realities. Global, economic and technological advances are significantly transforming the way we communicate, receive our daily news, and purchase products and services. Much of our work is now mobile—and we are able to do it anywhere and at anytime. The MCPS system of education must ensure that students graduate with the knowledge, skills and abilities they need to adapt to continuous change and to be successful as employees, citizens and leaders.

To recap this work, during the 2010-11 school year we worked with over 200 educators, parents, students, business leaders and community members from all walks of life to research the skills, abilities and knowledge that our students will need to be successful in the 21st century. The result of this year long endeavor is our model of education focused on six key elements:

1. Increase Student Engagement: connect student learning to the “real world” through authentic and innovative experiences
2. Transform Learning Environments: transform the concept of “school” to embrace dynamic, sustainable learning environments both inside and outside of our traditional school buildings
3. Support Innovators: support innovators in employing practices that emphasize authentic learning experiences and increase student engagement
4. Personalize Professional Growth: cultivate and model a culture of dynamic professional learning that embraces continuous change
5. Enhance Communications: advance the use of communication tools that foster transparent conversation both within MCPS and with stakeholders across the community
6. Collaborate to Make Decisions: establish the expectation of collaboration to solve problems and make decisions

Organization and Process

The professional learning community (PLC) model focusing on learning, collaboration and results is providing structure to support the ongoing, focused, work of implementing the 21st Century Model of Education. Critical questions for district office consideration include:

Clarity of Purpose

- Are our district leaders absolutely clear that the fundamental purpose of MCPS, and everyone within the district, is to ensure high levels of learning for all students?
- Are all major decisions within MCPS filtered through the learning mission?
- Is there evidence of common vocabulary and clear understanding of key terms throughout the district?

Aligning Policies, Practices and Procedures

- Have district leaders aligned policies, practices, and procedures with the learning mission?
- Have district leaders assisted principals in developing school schedules that allow time for collaborative teams to meet and for students to receive additional support and enrichment within the school day?
- Have district leaders aligned position descriptions and performance appraisal practices with the learning mission?

Limiting Initiatives

- Have district leaders made visible and repeated efforts to limit district initiatives?
- Are approved initiatives directly tied to the four critical questions of learning?

The Principal Principle

- Have district leaders clearly articulated the role expectations of principals?
- Is there a clear understanding that improving student learning is the primary responsibility of principals?
- Is there a clear understanding that it is the principal's responsibility to enhance the effectiveness of each team?
- Have district leaders organized principals into a collaborative team?
- Is student learning the primary focus of districtwide principal meetings?
- Does the principal team anticipate issues and questions that might arise as PLC practices are implemented?
- Do principals practice and rehearse the work that will ultimately be expected of teacher teams?
- Do principals share learning data and strategies for improvement?

Collaborative Teams

- Does the district insist that each school organize into collaborative teams?
- Does the district embrace the team structure in the learning focused work of groups such as Cabinet, Coordinators, Regional Leadership Teams?

What Do Teams Do?

- Have district leaders clearly articulated what teams are expected to do and the products they are expected to produce?
- Is the work of teams tied directly to the four critical questions of learning?
- Have quality standards for the work of teams been collaboratively developed and articulated?
- Do district leaders provide principals and teams with training and resources they need in order to successfully do their work?

Time and Support

- Is there a clear expectation that each school will develop a system to provide students who are experiencing difficulty in their learning with additional time and support within the school day, regardless of the teacher to whom they are assigned?
- Is there a clear expectation that each school will develop a system to extend and enrich the learning of students who demonstrate proficiency?
- Does each school have a plan to monitor the effectiveness of this system?

A Focus on Results

- Is there a clear expectation from district leaders that each team (and principal) will monitor the learning of each student, skill by skill?
- Do district leaders monitor student learning on a frequent and timely basis, and are decisions made based on analysis of student learning data?

Schools for the 21st Century Initiative

6 Elements of Change

- Increase Student Engagement
- Transform Learning Environments
- Support Innovators
- Personalize Professional Growth
- Enhance Communications
- Collaborate to Make Decisions

Schools for the 21st Century Initiative

Skills for the 21st Century

- Critical Thinking and Problem Solving
- Collaboration Across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

Preparing Students for Success in the 21st Century

Global, economic and technological advances are significantly impacting students' lives. It is critical that Missoula County Public Schools – through its 21st Century Initiative – transform classrooms and schools to provide students with the core knowledge and skills they need to be successful as employees, citizens and leaders in a global century.

Based on the integration of six essential “elements of change,” the *MCPS 21st Century Model of Education* will provide students with opportunities to engage in the creative process, collaborate to problem solve, and communicate their decisions. Through new technologies and innovative programs, learning will happen anytime, anywhere – in authentic “real world” applications.

Current Initiatives and Costs

The initiatives identified below – in association with the six elements of change – represent programs in development (per available funding) to ensure students' college and career readiness. These programs demonstrate the District's commitment to establishing a PreK-20 education system that both excites and challenges students – a system where every student achieves, regardless of their circumstances or abilities.

Element 1: Increase Student Engagement

Connect student learning to the “real world” through authentic and innovative experiences.

■ **Implement K-12 International Baccalaureate Programme**

Hellgate High School will be the first school in the District to launch an IB programme in fall 2012. The program will be open to all Hellgate students. In ensuing years, programs will expand into the elementary and middle school levels. This rigorous program engages students through global and international studies, intense deliberation and service learning.

■ **Implement K-12 thematic academies**

Academies provide opportunities for students to learn in small learning communities, through a hands-on and project-based approach. Small learning communities, where groups of students share the same cadre of core subject teachers, help students feel that their teachers care about them. Thematic based small learning communities have proven to increase attendance anywhere from three to 15 days per year and decrease dropout rates by three to six percent. A Health Sciences Academy will begin at Big Sky High School in fall 2012, with additional academies at each of the urban high schools planned for implementation by fall 2014.

■ **Implement K-12 language immersion program**

Two-way language immersion provides opportunities for students to learn to think, read, and write naturally in two languages at one time. Students develop dual language proficiency simultaneously with respect and understanding for global cultures, rigorous academic achievement, and creating career and educational opportunities beyond the K-12 system. A dual language immersion strand in each of our buildings, K-12, will provide opportunities to enrich our community and our students academic outcomes

■ **Implement “capstone” projects in grades 5, 8 and 12**

In grades 5, 8 and 12, students will prepare and plan an intensive, active learning project that aligns with their personal or career interests, and is supported by several courses. Each student will present a final product that represents their “capstone project” during their senior year.

■ **Implement district-wide electronics/robotics program**

Students in all MCPS high schools will have an opportunity to participate in a district-wide robotics program in winter 2011-12. Students will use their science and engineering skills to design and construct a robot for competition. In addition, business and communications skills will be used to develop a program budget, raise funds and collaborate to make decisions. The plan is to expand the program into the middle schools in the near future.

■ **Develop student/community engagement website**

MCPS, in partnership with the University of Montana and the Missoula Chamber of Commerce, is developing a website that would connect high school students with available internships, job shadows and volunteer opportunities in the community. In addition, businesses and local professionals could register on the website to provide these experiences and other resources to educators. The site becomes a digital “hub” for connecting and engaging students and community.

Element 2: Transform Learning Environments

Transform the concept of “school” to embrace dynamic, sustainable learning environments.

■ **Integrate new technologies into the classroom**

Ensure teachers and students have adequate infrastructure, hardware, and software to support the rapidly increasing demand for technologies. Support educators as they integrate cutting edge technology in the classroom, including iPads for staff and classroom sets of iPads for flexible learning environments and access to reteaching tools. Provide software technicians to support classroom teachers. Educate students about social media and other online applications that will allow the opportunity for learning anytime, anywhere.

■ **Develop a district-wide facilities plan for 21st century schools**

MCPS will coordinate a planning process during the 2011-12 school year, involving parents, teachers, staff and community members, to study and draft a long-term plan (0-15 years) that will outline the necessary steps toward re-purposing or remodeling buildings, or constructing new facilities, to support 21st century programs and integration of technology.

■ **Create flexible scheduling models for calendars**

Consider innovative, alternative approaches to traditional school year, school week and school day schedules, which are currently rigid and leave little time for enhanced professional development and creative learning environments. Review scheduling models that support improve student engagement and achievement, and support non-traditional learning environments.

Element 3: Support Innovators

Support innovators in employing practices that emphasize authentic learning experiences and increase student engagement.

■ Implement support for 21st century innovators

Identify MCPS educators who integrate the six 21st century change elements through innovative teaching methods. Highlight strategies and projects they are implementing to engage students. Bring cadre of innovators together monthly to provide support, identify barriers to success and problem solve. Employ new technologies, such as blogs and wikis, to enable innovators to collaborate and communicate. Hold annual “21st Century Innovators Conference” to share experiences and inspire entire teaching staff.

Element 4: Personalize Professional Growth

Cultivate and model a culture of dynamic professional learning that embraces continuous change.

■ Enhance professional learning opportunities for all employees

Embark on a rigorous and dynamic professional development program that provides additional time and training for educators as they embrace the 21st Century Model of Change. Identify programs that will highlight methods that are research-based, engage students, and integrate new technologies into the classroom.

■ Integrate 21st century accountability measures into supervision and evaluation procedures

In collaboration with the Missoula Education Association, modify the existing teacher evaluation and supervision procedure to support the integration of 21st century teaching and learning methodologies. Identify an avenue to measure the success of integrating the 21st century model.

Element 5: Enhance Communications

Advance the use of communication tools to solve problems and make decisions

■ Implement website platform that integrates Web 2.0 media

Design and implement district and school websites that enhance communications and transparency through collaborative tools, including but not limited to, wikis, blogs, forums, surveys, video hosting and other social media concepts. Encourage parents and community members to participate in these communications to improve student achievement.

Element 6: Collaborate to Make Decisions

Establish an expectation of collaboration to solve problems and make decisions.

■ Implement Graduation Matters Missoula

Graduation Matters Missoula – a partnership between MCPS and the community – continues to play a significant role in reducing the District’s dropout rate and increasing the graduation rate. In the 2011-12 school year, GMM is focusing on implementing programs and strategies that will increase student attendance, engage more volunteers, and promote student wellness.

■ Implement K-12 “Professional Learning Communities” model

Educators across the District are coming together to foster collaborative, long-term learning through a Professional Learning Community model. This model will serve as the structure for many engaging and meaningful discussions as MCPS continues the implementation of the 21st Century Model of Change. These new collaborations will require additional time and energy.

Long-Term Funding for 21st Century Initiative

As Missoula County Public Schools (MCPS) focuses on implementation of its 21st Century Model of Education– and the key elements that will guide the transformation of our schools to be innovative and flexible learning systems that engage and challenge students – we must seek new funding pathways to both launch and sustain these initiatives.

MCPS educators enthusiastically accept responsibility for educating every child who enters our school buildings. Unlike a private or charter school, our public schools educate all students to high levels of accomplishment. Every child in Missoula County deserves a top-quality education that will prepare them to attend college and begin a career. Every child deserves a public education such as the one that we envision in our 21st century model.

The programs identified as priorities for MCPS cannot be implemented with federal, state and local funding sources alone. The political and economic climates, both in Montana and the nation, are unstable. School districts are struggling to fund very basic educational programs. MCPS will move forward on implementing as many elements of the 21st Century Model as possible through the next 10-15 years. Long term funding must come from community, business and philanthropic sources outside the traditional public school funding framework.

Ideally, long term funding for major MCPS education initiatives can come from an endowment created by private and business donors – throughout Montana and Missoula - who value public education and believe that MCPS will be a recognized model for public school systems across Montana and the United States. MCPS students are depending on us to find creative ways to support education that prepares them for a bright and successful future.



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**DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES
2011-2012**

**SCHOOLS FOR THE 21ST CENTURY -
BUILDING, DEPARTMENT GOALS
HEATHER DAVIS SCHMIDT**



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Annual Building/Department and Personal Professional Goals

I. Purpose

- a. Support three major district initiatives
 - i. MCPS 21st Century Model of Education
 - ii. Graduation Matters Missoula
 - iii. Student achievement and graduation for all students, regardless of circumstances or abilities
- b. Commitment to continuous improvement

II. Focus on four critical questions

- a. What should students know and be able to do?
- b. How will we know when they have learned it?
- c. What will we do if they haven't learned it?
- d. What will we do when they already know it?

III. Transition

- a. 21st Century Model of Education
- b. Professional learning communities provides structure

IV. SMART Goals

S strategic and specific

M measurable

A attainable

R results-oriented

T time bound

V. Process

- A. Building-wide teams and district-level departmental teams
- B. Professional learning community teams
 - a. Grade-level
 - b. Content-area
 - c. Vertical teams
- C. Gather evidence of current levels of student learning
- D. Developing strategies and ideas to build on strengths and address weaknesses
- E. Implement strategies and ideas
- F. Analyzing the impact of the changes to discover what was effective and what was not
- G. Applying new knowledge in the next cycle of continuous improvement

SMART Goal Worksheet				
Team Name:		Team Leader:	Year:	
Team Members:				
District Goal:				
Graduation Matters Goal:				
21 st Century Model of Change Elements:				
Team SMART Goal	Strategies and Action Steps	Who is responsible	Target Date or Timeline	Evidence of Effectiveness

SMART Goal Worksheet						Year: 2012-13
Team Name: Hellgate High School			Team Leader: Lisa Hendrix			
Team Members:						
District Goal:						
Graduation Matters Goal:						
21 st Century Model of Change Elements:						
Team SMART Goal						
		Strategies and Action Steps	Who is responsible	Target Date or Timeline	Evidence of Effectiveness	
Our Reality: In the 2011-2012 school year 49 students left Hellgate High School as dropouts. Our Goal: In 2012-2013 we will reduce the number of students who leave Hellgate High School as dropouts by 50%.	Attendance Accounting: 1. Increase the consistency of the use of absent codes. 2. Provide weekly reports which disaggregate absences into these categories: Excused, unexcused, exempt, pre-Arranged 3. Reduce errors: teacher error, parent no contact, students not following attendance procedures. 4. Consistent Response to attendance misbehavior 5. Reward system for good/perfect attendance	Tier 3 Behavior Interventions: 1. Establish a Tier 3 team which weekly reviews the issues of identified at-risk students. 2. Re-establish the ISS program. 3. Establish a lunch education program with Project Success as an alternative to OSS for drug & alcohol misuse.	Lisa Hendrix Ted Fuller Counselors CST Social Worker School Psych	Weekly beginning 10/12/12	Excel spreadsheet updated each week.	
				10/31/12		
				On going 2 nd semester	Daily log completion	
				Weekly Beginning 10/9/12	Documentation of Interventions/discussions for each student.	
				2 nd quarter		
	Credit Recovery Interventions: 1. Train teachers on duty in the credit recover program on how to monitor MTDA. 2. Research Credit Recovery programs for under-resourced students with low reading and math abilities. 3. Develop a Math PLC to research and establish Tier 2/3 math intervention courses to support at-risk students. 4. Create RtI pathways for reading & math placements for Title 1 targeted students	Katie Christine & Lisa Alan, Jeff, Corey, Robyn Matt	Ongoing PLC dates	10/15/12	Attendance Roster from 1.5 hour training	
				November	Daily Communication between Project Success and Dean's Office	

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TEACHER STANDARDS

March 2008

Missoula County Public Schools Mission

At Missoula County Public Schools (MCPS), our mission is to ensure that each student achieves his/her full and unique potential.

Teacher Standards are established to provide support to teachers so they are highly effective in their instruction.

Preparation and Content Knowledge

The effective teacher consistently plans and implements, meaningful learning experiences for all students and consistently demonstrates competency in content area(s) to develop student knowledge and performance.

Instructional Strategies

The effective teacher understands and uses a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills.



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Environment for Learning

The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.

Standards for Teachers

are overarching goals and themes that provide a framework for what teachers should know and be able to do.

Student Assessment and Progress Monitoring

The effective teacher understands the importance and relevance of appropriate assessment strategies to support continued student growth and to inform instruction.

Collaborative Relationships

The effective teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

Professional Responsibilities

The effective teacher engages in professional responsibilities and growth.

**Standard #1
Preparation and Content
Knowledge**

The effective teacher consistently plans and implements, meaningful learning experiences for all students and consistently demonstrates competency in content area(s) to develop student knowledge and performance.

Performance Indicators

- 1.1 The teacher demonstrates knowledge of content and a variety of teaching strategies.
- 1.2 The teacher draws on formal and informal assessments as well as knowledge of human development to identify learning targets appropriate to the specific discipline, age, and range of cognitive levels being taught.
- 1.3 The teacher plans sequential units of study, individual lessons, and learning activities that make learning cumulative and advance the students level of content knowledge.
- 1.4 The teacher uses materials, resources, and available technologies to make subject matter accessible to students.
- 1.5 The teacher demonstrates enthusiasm for subject(s).
- 1.6 The teacher uses Montana Content Standards and Missoula County Public Schools Curriculum Standards to guide in the establishment of learning goals for each student.

**Instructional
Strategies**

The effective teacher understands and uses a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills.

**Environment for
Learning**

The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.

**Student
Assessment and
Progress
Monitoring**

The effective teacher understands the importance and relevance of appropriate assessment strategies to support continued student growth and to inform instruction.

**Collaborative
Relationships**

The effective teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

**Professional
Responsibilities**

The effective teacher engages in professional responsibilities and growth.

**Standard 2:
Instructional Strategies**

The effective teacher understands and uses a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills.

Performance Indicators

- 2.1 The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- 2.2 The teacher connects students' prior knowledge and interests in the instruction process.
- 2.3 The teacher uses a variety of resources, including available technologies, in the delivery of instruction.
- 2.4 The teacher varies his/her role in instructional process in relation to the content, purposes of instruction, and students' needs.
- 2.5 The teacher provides a variety of opportunities for students to apply and practice what is learned.

Environment for Learning

The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.

Student Assessment and Progress Monitoring

The effective teacher understands the importance and relevance of appropriate assessment strategies to support continued student growth and to inform instruction.

Collaborative Relationships

The effective teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

Professional Responsibilities

The effective teacher engages in professional responsibilities and growth.

Preparation and Content Knowledge

The effective teacher consistently plans and implements, meaningful learning experiences for all students and consistently demonstrates competency in content area(s) to develop student knowledge and performance.

Standard 3: Environment for Learning

The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.

Performance Indicators

- 3.1 The teacher organizes, allocates and manages time, physical space, activities.
- 3.2 The teacher consistently engages students in appropriate experiences that support their development as a community of learners and responsible citizens.
- 3.3 The teacher establishes clear and consistent expectations for student behavior.
- 3.4 The teacher manages classroom routines and procedures efficiently.
- 3.5 The teacher promotes students' intrinsic motivation by providing relevant and developmentally appropriate learning experiences.
- 3.6 The teacher uses a range of instructional techniques which promote positive relationships and foster cooperation to establish a safe learning environment.

Student Assessment and Progress Monitoring

The effective teacher understands the importance and relevance of appropriate assessment strategies to support continued student growth and to inform instruction.

Collaborative Relationships

The effective teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

Professional Responsibilities

The effective teacher engages in professional responsibilities and growth.

Preparation and Content Knowledge

The effective teacher consistently plans and implements, meaningful learning experiences for all students and consistently demonstrates competency in content area(s) to develop student knowledge and performance.

Instructional Strategies

The effective teacher understands and uses a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills.

Standard 4: Student Assessment and Progress Monitoring

The effective teacher understands the importance and relevance of appropriate assessment strategies to support continued student growth and to inform instruction.

Performance Indicators

- 4.1 The teacher selects, constructs, and uses assessment strategies and instruments for diagnosis and evaluation of learning and instruction.
- 4.2 The teacher uses the results of assessments to reflect on and modify teaching.
- 4.3 The teacher works with other staff and building/district leadership to monitor student progress.
- 4.4 The teacher maintains appropriate and accurate records of student achievement.
- 4.5 The teacher communicates student progress to students, parents/guardians and colleagues as needed.

Collaborative Relationships

The effective teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

Professional Responsibilities

The effective teacher engages in professional responsibilities and growth.

Preparation and Content Knowledge

The effective teacher consistently plans and implements, meaningful learning experiences for all students and consistently demonstrates competency in content area(s) to develop student knowledge and performance.

Instructional Strategies

The effective teacher understands and uses a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills.

Environment for Learning

The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.

**Standard 5:
Collaborative Relationships**

The effective teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

Performance Indicators

- 5.1 The teacher establishes collaborative relationships with colleagues, parents, and others in the community to support and enhance student learning and well-being.
- 5.2 The teacher draws on resources from colleagues, families, and the community to enhance student learning.
- 5.3 The teacher contributes to the educational community and demonstrates professional leadership.
- 5.4 The teacher establishes collaborative relationships with colleagues that lead to the opportunity to co-teach and co-plan.
- 5.5 The teacher collaborates with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met.

Professional Responsibilities

The effective teacher engages in professional responsibilities and growth.

Preparation and Content Knowledge

The effective teacher consistently plans and implements, meaningful learning experiences for all students and consistently demonstrates competency in content area(s) to develop student knowledge and performance.

Instructional Strategies

The effective teacher understands and uses a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills.

Environment for Learning

The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.

Student Assessment/Progress Monitoring

The effective teacher understands the importance and relevance of appropriate assessment strategies to support continued student growth and to inform instruction.

**Standard 6:
Professional Responsibilities**

The effective teacher engages in professional responsibilities and growth.

Performance Indicators

- 6.1 The teacher establishes professional goals and pursues opportunities to develop current knowledge and skill and participates in the district's professional learning community.
- 6.2 The teacher reflects on teaching practices and evaluates own performance.
- 6.3 The teacher maintains a professional demeanor.
- 6.4 The teacher understands and acts consistently with education laws.
- 6.5 The teacher listens to evaluative feedback in a professional manner and is receptive to constructive suggestions.
- 6.6 The teacher balances professional responsibilities while maintaining their commitment to student learning.

**Preparation and
Content
Knowledge**

The effective teacher consistently plans and implements, meaningful learning experiences for all students and consistently demonstrates competency in content area(s) to develop student knowledge and performance.

**Instructional
Strategies**

The effective teacher understands and uses a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills.

**Environment for
Learning**

The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.

**Student
Assessment and
Progress
Monitoring**

The effective teacher understands the importance and relevance of appropriate assessment strategies to support continued student growth and to inform instruction.

**Collaborative
Relationships**

The effective teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

Task Force Members

Jane Bennett	Principal	Willard Alternative High School
Janice Bishop	Teacher	Big Sky School
Carla Getz	Teacher	C.S. Porter Middle School
David Rott	Principal	Chief Charlo Elementary
Dave Severson	MEA President	Sentinel High School
Roberta Stengel	Exec. Regional Director	Administration Building

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Afterward

The committee respectfully submits these teacher standards to the Missoula County Public Schools' Board of Trustees with the belief that it is our mission of ensuring that each student achieves his/her full and unique potential.

Professional Growth Goal Form
MCPS Certified Staff

Name: _____ Date: _____

Administrator: _____

In the first year, the teacher established a minimum of one individual goal for each of the 6 Teacher Standards (also a principal-directed goal and/or a team-based goal may have been established. The Professional Growth Goal Form is used as follows:

1. The indicator under the standard is identified. (ex. 1.1)
2. The goal is stated under Action Plan
3. The goal's measurement is stated under Measurable Results.
4. The completed form is submitted to the supervisor/administrator no later than the 3rd Friday of September.
5. The goals are set in the Initial Goals Conference with the principal and reviewed/revised in the spring of the school year.

Goal Area	Action Plan	Measurable Results
<u>Standard 1</u> : Preparation and Content Knowledge Indicator _____		
<u>Standards 2</u> : Instructional Strategies Indicator _____		
<u>Standard 3</u> : Environment for Learning Indicator _____		
<u>Standards 4</u> : Student Assessment and Progress Monitoring Indicator _____		
<u>Standard 5</u> : Collaborative Relationships Indicator _____		
<u>Standard 6</u> : Professional Responsibilities Indicator _____		

Teacher Standards/Indicators Running Record

Teacher Name: _____

School year: _____

Formative _____ Summative _____

Standard Areas	
1. Preparation and Content Knowledge <i>The effective teacher consistently plans and implements meaningful learning experiences for all students and consistently demonstrates competency in content area(s) to develop student knowledge and performance.</i>	2. Instructional Strategies <i>The effective teacher understands and uses a variety of instructional strategies to encourage development of critical thinking, problem-solving and performance skills.</i>
3. Environment for Learning <i>The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility and active engagement in learning and self-motivation.</i>	4. Student Assessment & Progress Monitoring <i>The effective teacher understands the importance and relevance of appropriate assessment strategies to support continued student growth and to inform instruction.</i>
5. Collaborative Relationships <i>The effective teacher understands the role of community in education and develops and maintains collaborative relationship with colleagues, parents/guardians and the community to support student learning and well-being.</i>	6. Professional Responsibilities <i>The effective teacher engages in professional responsibilities and growth.</i>

Administrator /Teacher Conferences: The teacher will date and initial at each conference.

Fall Goals Conference (Date and Initials) _____

Spring Goals Conference (Date and Initials) _____

Observation Conference(Date and Initials) _____

Observation Conference(Date and Initials) _____

Observation Conference(Date and Initials) _____

Date of the observation	Standard/Indicator	Observations, Strengths, and Areas Needing Improvement



Forward Thinking, High Achieving.

DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES 2011-2012

SCHOOLS FOR THE 21ST CENTURY – MONTANA COMMON CORE STATE STANDARDS



Forward Thinking, High Achieving.

MCPS Implementation of the Montana Common Core State Standards

I. English Language Arts

- a.** English Language Arts Review CASC met summer 2011-2012 and then monthly throughout the school year
 - i.** Presented restructured ELA Curriculum Document for Board approval May 2012
- b.** Common Core Leadership Team (Administrative staff and 2-5 teachers from each building, Coordinators, Executive Regional Directors, Dr. Apostle)
- c.** Stage 1: Awareness and Background on Common Core
 - i.** Leadership Team Training: 2 days in August
 - ii.** Developed Action Plan: present information to staff
 - iii.** September 24th : half day on Common Core
- d.** Planning for Leadership Team meet again in Nov, Feb, May (1 day each)
 - i.** November: continue building Awareness and understanding of 6 major shifts (Stage 1)
 - ii.** February: begin curriculum alignment (Stage 2)
 - iii.** May: continue curriculum alignment and begin Stage 3: assessment
- e.** Monthly principal meetings to support implementation: begin November

II. Mathematics

- a.** Math CASC review work began June 2012
 - i.** Build Awareness and Understanding: 6 Math shifts, Performance Task expectations, foundational instructional skill adjustments
 - ii.** Developed Learning targets, grade level vocabulary, incorporated Mathematical Practices as foundation, aligned Curriculum Document with Common Core
 - iii.** Aligned materials to standards
 - iv.** Created PLC math template for implementation
- b.** Math CASC continue to meet monthly 2012-2013 school year
 - i.** Complete document
 - ii.** Assessment requirements and changes required for instruction
 - iii.** Determine material proposal
 - iv.** Develop implementation steps for spring 2013

- c. High School committee members developing a proposal to the Board of Trustees for new math requirements in high school

III. Smarter Balanced Assessment Consortium

- a. Spring 2015 will move away from MontCAS CRT to Smarter Balanced Assessment
- b. Technology based
- c. Sample exemplars: see attached



Forward Thinking, High Achieving.

COMMON CORE SAMPLE EXEMPLARS

Smarter Balanced Assessment Consortium

English Language Arts Sample questions

43009



The following is the beginning of a story that a student is writing for a class assignment. The story needs more details and an ending. Read the beginning of the story and then complete the task that follows.

Oliver's Big Splash

Oliver was a dog that lived in a small town near a lake. He loved to play outside. Oliver liked to play fetch, but his favorite thing to do was to chase leaves. He loved chasing leaves so much that his favorite time of year was fall when the leaves fell off the trees.

One beautiful fall day, Oliver and his owner, Jeff, went for a walk around the lake. They were enjoying the sunshine and the lake when suddenly a dragonfly flew past. For a moment, Oliver forgot where he and Jeff were and what they were doing. All of a sudden there was a big splash.

Write an ending for the story by adding details to tell what happens next.

Some of the reasons to support cell phones in school are as follows:

- Students can take pictures of class projects to e-mail or show to parents.
- Students can text-message missed assignments to friends that are absent.
- Many cell phones have calculators or Internet access that could be used for assignments.
- If students are slow to copy notes from the board, they can take pictures of the missed notes and view them later.
- During study halls, students can listen to music through cell phones.
- Parents can get in touch with their children and know where they are at all times.
- Students can contact parents in case of emergencies.

Some of the reasons to forbid cell phones in school are as follows:

- Students might send test answers to friends or use the Internet to cheat during an exam.
- Students might record teachers or other students without their knowledge. No one wants to be recorded without giving consent.
- Cell phones can interrupt classroom activities.
- Cell phones can be used to text during class as a way of passing notes and wasting time.

Based on what you read in the text, do you think cell phones should be allowed in schools? Using the lists provided in the text, write a paragraph arguing why your position is more reasonable than the opposing position.

Nuclear Power: Friend or Foe?

1. Task Overview
2. Classroom Activity
3. Student Task: Parts 1 and 2
4. Task Specifications and Scoring Rubrics

Task Overview (20 minutes for classroom activity, 120 minutes for performance task = 140 total minutes)

Classroom Activity (20 minutes)

Using visual stimuli (chart and photo), the teacher invites students to share prior knowledge of nuclear power. By way of class discussion, and in order to contextualize the examination of stimuli in Part 1, students are reminded of two basic understandings about nuclear power: 1) that it is one among several ways that societies produce electricity and 2) that its use is controversial.

Part 1 (50 minutes)

Students examine and take notes on the stimuli, a series of Internet sources that present both sides of the nuclear debate. Constructed-response questions call upon the students to summarize and evaluate the presented sources.

Part 2 (70 minutes)

Students refer to their notes as needed to compose a full-length argumentative report. Students are allowed access to the stimuli they examined in Part 1. Pre-writing, drafting, and revisions are involved.

Scorable Products

Student responses to the constructed-response research questions at the end of Part 1 and the report completed in Part 2 will be scored. Notes completed in Part 1 and pre-writing and drafting in Part 2 will not be scored.

Teacher Preparation / Resource Requirements

This is a computer-based test that requires an interface for each test-taker. The testing software will include access to spell check, but not to grammar check. The teacher should ensure that sufficient blank paper and writing tools are available for student note-taking. Ideally, the teacher has access to a projector and PowerPoint-like software for presenting images in the introductory Classroom Activity, but these images can also be distributed as handouts.

Teacher Directions for the Classroom Activity

Introductory Classroom Activity (20 minutes)

- Present on a projector (or distribute a handout of) the pie chart on the production of electricity in the U.S. (see attached).
- After giving students a moment to look at the chart, ask, “What do you think this chart is telling us? What would you guess that its title or caption is?”
- After taking a few responses, affirm or state that the chart provides data on where electricity comes from in the United States.
- Invite students to briefly define the various kinds of energy sources that appear on the chart: hydroelectric, renewables, nuclear, etc.
- Ask, “Which of the sources accounts for just over 19% of America’s electricity?”
- After a student has identified nuclear power, ask, “What do you know about nuclear power? How does it produce electricity?”
- While students share what they know about the technology of nuclear power, show them the photograph of the functioning nuclear power plant, the Susquehanna Steam Electric Station in Pennsylvania (see attached). (Explain that the white emissions are steam.)
- If students do not know anything about nuclear power technology, tell them that it comes from a device (a nuclear reactor) that creates a chain reaction that breaks up the nucleus of an atom so that it produces energy. Usually heat from this process is used to generate electricity.
- Say to the students, “In the performance task that you are going to participate in today, you will learn more about nuclear power and the debate over its pros and cons. Eventually, you will need to take a position on whether we should encourage or discourage the use of nuclear power, and you will defend your point of view in an argumentative report. It is important to know that, as the pie chart indicates, nuclear power is one way that our country currently gets its electricity. Some people support it and think it might even be a bigger piece of the pie. Others oppose it and would like to see it disappear from the pie chart altogether.”

Teacher Directions for Parts 1 and 2

Part 1 (50 minutes)

Students should receive the sources, directions, questions, report assignment, and any other material related to the task. They should receive the constructed-response questions in Part 1 and the report assignment in Part 2.

1. Initiate the online testing session.
2. Pass out the note-taking guide, reminding the students that its use is optional and unscored.
3. Alert the students when there are 25 minutes remaining in Part 1.
4. Alert the students when there are 5 minutes remaining in Part 1.
5. Have students write their names on any notes. Collect all student notes.
6. Close the testing session.

Stretch Break

Part 2 (70 minutes)

1. Initiate the testing Part 2.
2. Allow students to access the sources, their notes, and their answers to the constructed-response questions presented in Part 1. They will not be allowed to change their answers.
3. Once 15 minutes have elapsed, suggest students begin writing the report.
4. Alert the students when 30 minutes remain.
5. Alert students when 15 minutes remain and suggest they begin revising their reports.
6. Close the testing session.

Student Directions for Parts 1 and 2

Part 1 (50 minutes)

Your task

You will conduct some research on the pros and cons of nuclear power and then write a report arguing your opinion on the use of nuclear power for generating electricity.

Steps to follow

In order to plan and compose your report, you will do all of the following:

1. Review and evaluate the results of an Internet search on the pros and cons of your topic.
2. Make notes about the information from the sources.

- Answer two questions about the sources.

Directions for beginning

You are chief-of-staff for your local congresswoman in the U.S. House of Representatives. She has called you into her office to outline an urgent project.

“I have received advance notice,” she says as you sit down, “that a power company is proposing to build a nuclear plant in the southeastern corner of our state. The plan will be announced to the public tomorrow morning, and citizens and journalists will want to know what my position is on this controversial issue. To be honest, I am not sure how I feel about it. We currently don’t have any nuclear power plants in this state, so I haven’t taken time to consider the issue deeply.”

“I need you,” she continues, “to conduct a brief survey of the pros and cons of nuclear power. Summarize what you have learned and report back to me this afternoon.”

Back in your office, you enter “nuclear power pros and cons” into a Google search engine, and it returns what looks like a promising mix of articles, videos, and data charts. You must review and evaluate these sources and summarize their arguments—both pro and con—before reporting back to the congresswoman.

You have been provided with and are encouraged to use a note-taking guide that will help you gather and process your findings.

Research Questions

After you have reviewed the research sources, answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you have read and viewed, which should help you write your report. Answer the questions in the spaces provided below each question.

- From the sources you have reviewed, summarize 3 major arguments that support, and 3 major arguments that oppose, the use of nuclear power for generating electricity. For each of the arguments, cite at least one source that supports this fact or point of view.

Argument / Fact in Favor of Nuclear Power	Source Supporting This Argument
1.	
2.	
3.	
Argument / Fact in Opposition to Nuclear Power	Source Supporting This Argument
1.	
2.	
3.	

- Evaluate the credibility of the arguments and evidence presented by these sources. Which of the sources are more trustworthy and why? Which of the sources warrant some skepticism because of bias

or insufficient evidence?

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your report. You may use your notes and refer to the sources. You may also refer to the answers you wrote to the questions in Part 1, but you cannot change those answers. Now read your assignment and the information about how your report will be scored; then begin your work.

Your Assignment

Back in the congresswoman's office, you start to hand her your notes on the pros and cons of nuclear energy, but she waves away your papers.

"Some emergency meetings have come up and I don't have time to review your research notes," she says. "Instead, go ahead and make a recommendation for our position on this nuclear power plant. **Should we support the building of this nuclear plant in our state, or should we oppose the power company's plan?** Be sure that your recommendation acknowledges both sides of the issue so that people know that we have considered the issue carefully. I'll review your report tonight and use it for the press conference tomorrow morning."

Write an argumentative report that recommends the position that your congresswoman should take on the plan to build a nuclear power plant in your state. Support your claim with evidence from the Internet sources you have read and viewed. You do not need to use all the sources, only the ones that most effectively and credibly support your position and your consideration of the opposing point of view.

Report Scoring

Your report will be scored on the following criteria:

1. **Statement of purpose / focus and organization:** How well did you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims? How well did your ideas logically flow from the introduction to conclusion using effective transitions? How well did you stay on topic throughout the report?
2. **Elaboration of evidence:** How well did you elaborate your arguments and discussion of counterarguments, citing evidence from your sources? How well did you effectively express ideas using precise language and vocabulary that were appropriate for the audience and purpose of your report?
3. **Conventions:** How well did you follow the rules of usage, punctuation, capitalization, and spelling?

Now begin work on your report. Manage your time carefully so that you can:

- plan your report
- write your report
- revise and edit for a final draft

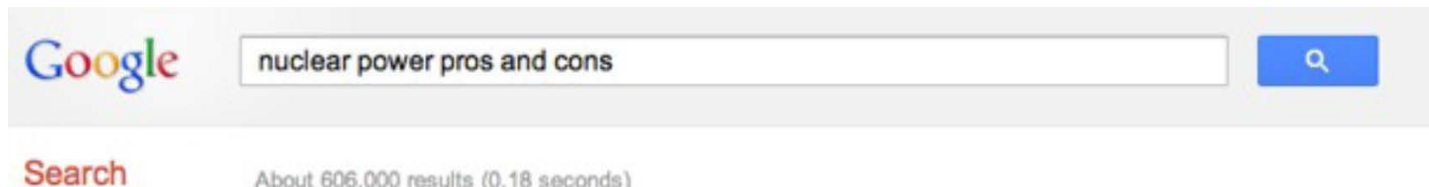
Word-processing tools and spell check are available to you.

Type your response in the space provided. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.

Note-Taking Guide

Research Source	Published by . . .	Arguments for Nuclear Power	Arguments against Nuclear Power	How reliable is the evidence from this source?

Source information:



[Nuclear power - Wikipedia, the free encyclopedia](http://en.wikipedia.org/wiki/Nuclear_power)

en.wikipedia.org/wiki/Nuclear_power

Nuclear power is the use of sustained nuclear fission to generate heat and electricity. **Nuclear power** plants provide about 6% of the world's energy and 13– 14% ...

[James Hansen on Nuclear Energy - YouTube](http://www.youtube.com/watch?v=alrxqx_B34s)



www.youtube.com/watch?v=alrxqx_B34s

Nov 16, 2010 - 1 min - Uploaded by Newsweek Magazine

"NASA's premier climate change expert believes that next-generation, safe **nuclear power** is an option which we need to develop. And it is being ..."

[LETTER TO THE EDITOR: Against plans for nuclear power plant](http://ottumwacourier.com/letters/.../Against-plans-for-nuclear-power-plant)

ottumwacourier.com/letters/.../Against-plans-for-nuclear-power-plant

Mar 17, 2012 – I would like to comment on Mid-American Energy's intent to build a **nuclear power** plant in Iowa. We already have one **nuclear** plant in Palo, ...

[Look inside Fukushima's meltdown zone a year later - YouTube](http://www.youtube.com/watch?v=-6oQAYunXqk)

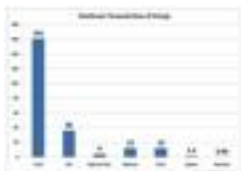


www.youtube.com/watch?v=-6oQAYunXqk

Feb 28, 2012 - 3 min - Uploaded by CNN

CNN's Kyung Lah reports from the meltdown zone. ... Look inside Fukushima's meltdown ...

[The Truth About Nuclear Power - Reason.com](http://reason.com/archives/2011/03/25/the-truth-about-nuclear-power)



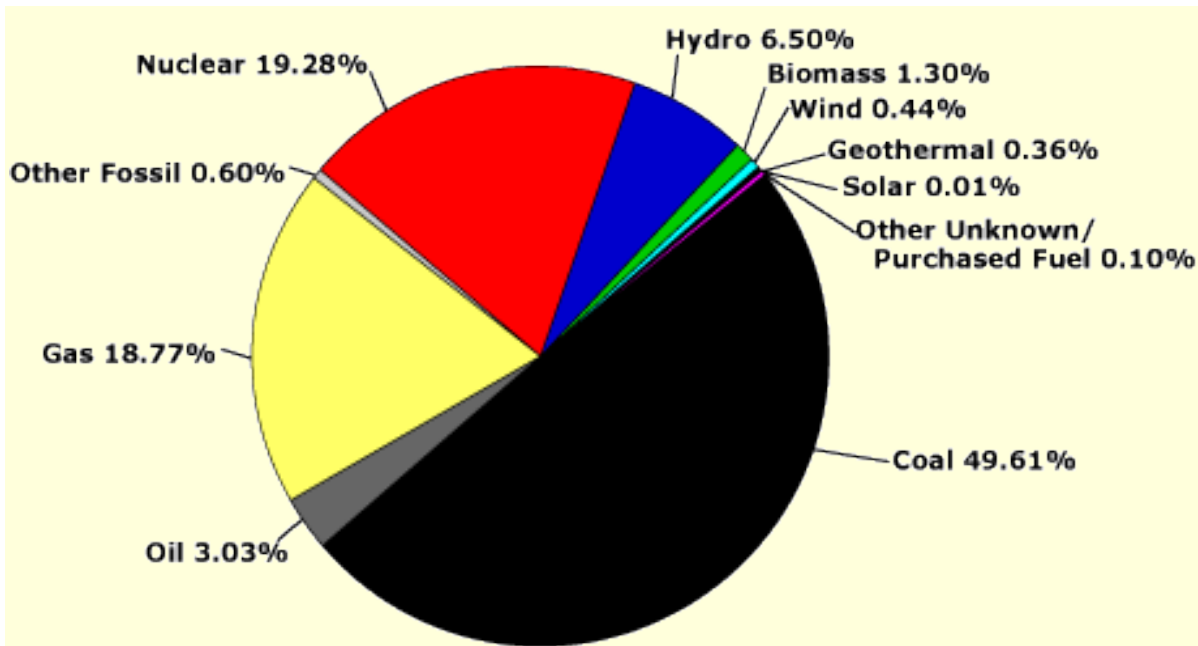
reason.com/archives/2011/03/25/the-truth-about-nuclear-power

The chart here uses data compiled from various sources to compare the deaths per unit of energy produced. Deaths resulting from the production of nuclear power are over 4000 times less than the rate of death resulting from the production of energy from coal....

[LETTER TO THE EDITOR: Nuclear a cost-effective energy source ...](http://www.washingtontimes.com/.../nuclear-a-cost-effective-energy-source...)

www.washingtontimes.com/.../nuclear-a-cost-effective-energy-source...

Jan 3, 2012 – The truly rational view of Mario Salazar on **nuclear power** should be a lesson on dispassionately ... The Washington Times ... LETTER TO THE EDITOR: Nuclear a cost-effective energy source ... to the real alternatives of burning gas, oil and coal, and much more reliably than alternatives like wind and solar.



Source: U.S. EPA, eGRID, year 2005 data.



Task Specifications:

Title:	Nuclear Power: Friend or Foe?
Grade:	10/11
Claim(s):	2: Students can produce effective and well-grounded writing for a range of purposes and audiences. 4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.
Primary Target(s):	These claims and targets will be measured by scorable evidence collected. Claim 2 7: COMPOSE FULL TEXTS: Write full persuasive pieces/arguments about topics or texts, attending to purpose and audience: establishing and supporting a claim, organizing and citing supporting evidence (from texts when appropriate) from credible sources, and providing a conclusion appropriate to purpose and audience. 8: LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts. 9: EDIT/CLARIFY: Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts. Claim 4 2: ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic. 3: EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources. 4: USE EVIDENCE: Cite evidence to support arguments or conjectures.
CCSS/Standard(s):	W-1a-e, W-4-9, L-1-3, L-6, RI-7, RLiteracy-7, WLiteracy-8-9
DOK:	4
Difficulty:	Medium
Score Points:	Up to 10
Task Source:	SBAC / Stanford Center for Assessment, Learning, & Equity (SCALE)
Item Type:	Performance Tasks
Target-specific attributes (e.g., accessibility issues):	Students with visual impairments may need alternative formats to access written texts, graphic stimuli, and video or audiovisual material. Students with physical or other impairments may need to be provided with appropriate alternative means to entering lengthy text using a keyboard.
Grade Level of Stimuli:	9-10

Stimuli:	Authentic Internet sources pre-selected and presented to the students as the top hits of a simulated Google search. Should present a range of media that includes text, video, and data charts. Collectively, the sources must provide an overview of the topic and present both sides of the controversy. Sources must also vary in terms of their credibility and reliance on evidence. See attached PDF for a draft of an example. Links are functioning and open actual Internet sources that could be used for this task.
How this task contributes to sufficient evidence for the claims:	In order to complete the performance task, students 1. Evaluate and select information from a series of sources 2. Write an argumentative report effectively demonstrating • a clearly-established claim about the topic • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
Task Notes:	This task attempts to address the challenge of assessing real-life research skills within the constraints of a standardized, on-demand test. The use of a simulated Internet search result pointing to authentic Internet sources allows the task designer to recreate the challenges posed by research in the real world: namely, most of it is now done on the Internet, which requires vigilance and skill in evaluating the reliability of what you find there. In this way, students are asked not simply to synthesize the stimuli, but to evaluate the credibility and reliability of the stimuli before synthesizing a subset of the presented sources.

Scoring information for questions:

1. Claim 4, Target 4

2-point Research (Grades 6–11) Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

2. Claim 4, Target 3

2-point Research (Grades 6–11) Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

Rubric and scoring information for full-write:

4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)					
Score	4	3	2	1	NS
Statement of Purpose/Focus and Organization	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused, and strongly maintained alternate or opposing claims are clearly addressed claim is introduced and communicated clearly within the purpose, audience, and task <p>The response has a clear and effective organizational structure creating a sense of unity and completeness:</p> <ul style="list-style-type: none"> consistent use of a variety of transitional strategies to clarify the relationships between and among ideas logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear and mostly maintained, though some loosely related material may be present context provided for the claim is adequate within the purpose, audience, and task <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the claim but is insufficiently sustained, or claim on the issue may be somewhat unclear and/or unfocused <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies and/or little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak weak connection among ideas 	<p>The response may be related to the purpose but may provide little or no focus:</p> <ul style="list-style-type: none"> may be very brief may have a major drift claim may be confusing or ambiguous <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	<p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p>

4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> • use of evidence from sources is integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative techniques <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response provides adequate support/evidence for the writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> • some evidence from sources is included, though citations may be general or imprecise • adequate use of some elaborative techniques <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details. The response achieves little depth:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Use of evidence from sources is minimal, absent, incorrect, or irrelevant <p>The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p>

Grade 11 Performance Task

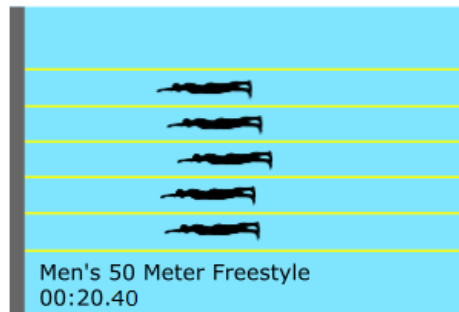
2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)			
Score	2	1	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed and meaning is not obscured adequate use of punctuation, capitalization, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling 	<p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p>

Smarter Balanced Assessment Consortium Mathematics Sample questions

43025



Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.



Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.

42959

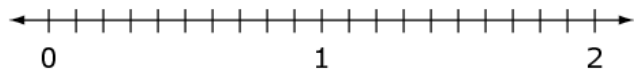


Students are running in a relay race.
Each team will run a total of 2 miles.
Each member of a team will run $\frac{1}{5}$ of a mile.

How many students will a team need to complete the race? Choose the correct number.

You may use the number line to help find your answer.

Relay Race



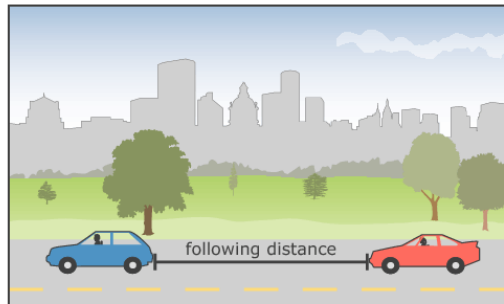
How many students will a team need to complete the race?

$\frac{2}{5}$ $\frac{5}{2}$ 9 10 20

43060



The “two-second rule” is used by a driver who wants to maintain a safe following distance at any speed. A driver must count two seconds from when the car in front of him or her passes a fixed point, such as a tree, until the driver passes the same fixed point. Drivers use this rule to determine the minimum distance to follow a car traveling at the same speed. A diagram representing this distance is shown.



As the speed of the cars increases, the minimum following distance also increases. Explain how the “two-second rule” leads to a greater minimum following distance as the speed of the cars increases. As part of your explanation, include the minimum following distances, **in feet**, for cars traveling at 30 miles per hour and 60 miles per hour.

43056



For each linear equation in the table, select whether the equation has no solution, one solution, or infinitely many solutions.

Equation	No Solution	One Solution	Infinitely Many Solutions
$36x + 24 = 12(x + 2 + 2x)$			
$x = x + 1$			
$-12(x + 2) = -14x + 2$			

Thermometer Crickets

1. Classroom Activity
2. Student Task
3. Task Specifications
4. Scoring Rubric

Classroom Activity

Note:

Since performance tasks span different parts of the assessment system (summative, interim, and as part of the digital library of resources), here are some suggestions for turning “Thermometer Crickets” into a rich, classroom-based learning task:

- Use available online resources to explore crickets chirping (e.g., counting chirps in sound clips or using apps designed to perform the calculations).
- Ask students to determine how changing to Celsius would affect the interpretations.
- Collect all of the different formulas available for predicting temperature based on the number of cricket chirps.
 - Discuss similarities and differences. For which values of the independent variable are the different formulas more and less discrepant? (assumes the same variables and measurement units)
 - Seek global understanding of why data can lead to different formulas for the same phenomenon.

Setting the Context

Teacher: “Have you ever heard crickets chirping? When do you tend to hear this? What does it sound like?
[Let students respond and share information.]

Teacher: “Interestingly, the speed at which crickets chirp has been found to be related to the temperature. In fact, a number of different people have developed formulas over the years to predict the temperature based on how fast crickets are chirping. In this activity, you will learn more about this relationship.”

Teacher: “You will be working in small groups to learn some background information about crickets. Each group will be given a ‘cricket fun facts’ sheet and a slip of paper with one question about crickets. Your group will have approximately 5 minutes to review the cricket fun facts sheet and to answer your question. Please be prepared to share your findings with the rest of the class.”

[As an interim task, students should research the answers to the questions themselves. As a summative task, this information would be contained in a ‘cricket fun facts’ sheet.]

Building Background Knowledge about Crickets

Questions in **bold** for small groups

- **Only male crickets chirp. Why do they chirp?**
[Answers below]
 - to attract females
 - to act as a warning to other male crickets to stay out of their territory
 - to warn other male crickets to stay away from their females

- **Crickets chirp primarily at night. Why?**
[Answers below]
 - Crickets are nocturnal insects.
 - They sometimes eat in the daytime.

- **Male crickets rub their wings, not their legs, to chirp. How do crickets make sounds with their wings?**
[Answers below]
 - The underside of a male cricket's wing is rough and the top side is contoured differently. When rubbed together, they make a chirping sound.

- **Crickets will not chirp if the temperature is below 40 degrees Fahrenheit (°F) or above 100 degrees Fahrenheit (°F). Why?**
[Answers below]
 - Crickets do not survive in temperatures below 40°F.
 - Crickets cannot live in temperatures above 100°F.

Data Collection

[Teacher: Show “Number of Chirps Data” to students.]

Teacher: “Look at the table of data that represents the chirping of a snowy tree cricket in two different conditions. In the first section of the table, a male cricket was recorded in a room that had a warm temperature. The same cricket was recorded in a much cooler room, as shown in the second section of the table. Each of the cricket recordings shown here lasted 20 seconds.”

Number of Chirps Data

Condition of Cricket	Number of Chirps Data					Average Number of Chirps in 1 minute
	Number of Chirps in Recording 1	Number of Chirps in Recording 2	Number of Chirps in Recording 3	Number of Chirps in Recording 4		
Warm	66	62	65	69		
Cool	40	38	42	39		

Teacher: “Using scratch paper, calculate the average number of chirps in one minute for each condition, using the data in the table shown. Remember that each recording lasted 20 seconds.”

Teacher [after 3 minutes, say]: “Okay time is up, here is the correct response.” [Show this table on the overhead projector.]

		Number of Chirps Data				
		Number of Chirps in Recording 1	Number of Chirps in Recording 2	Number of Chirps in Recording 3	Number of Chirps in Recording 4	Average Number of Chirps in 1 minute
		Warm	66	62	65	69
Condition of Cricket	Cool	40	38	42	39	119.25

Teacher: “What do you notice about the consistency of the data across the different recordings?” [Students should notice that under a specific condition, the data are similar but not identical.] “And what do you notice about the chirping rates of the snowy tree cricket in the two different temperature conditions?”

Teacher: “These kinds of patterns have encouraged many people to try to develop ways of predicting the temperature by measuring the speed of crickets chirping. Now you will work by yourself on an assessment task that allows you to explore the relationship between cricket chirps and temperature in greater detail.”

Student Task

THERMOMETER CRICKETS PERFORMANCE TASK

In this task, you will organize and analyze data to model the relationship between temperature and the chirping rates of snowy tree crickets. You will develop an equation to describe the relationship, and you will compare your mathematical model to another formula.

Data Set

This table shows data about snowy tree crickets. Each data point in the table represents the average number of chirps per minute at a specific temperature.

Average Number of Chirps (per min)	Temperature (°F)
45	40°
60	47°
75	50°
80	45°
95	55°
110	50°
125	60°
140	55°
140	80°
150	65°
165	70°
180	65°
185	75°

Developing and Analyzing a Model

1. A. Using the data table, create a scatter plot of the temperature and number of chirps per minute for snowy tree crickets. [Note: The online delivery and response format for these types of questions is still being evaluated.]
B. Explain the patterns you observe on the graph.
2. A. Estimate the line of best fit for the data points on the graph, and graph this line.
B. Write an equation to represent the line.
C. Write an interpretation of the slope of your equation (mathematical model) in terms of the context of chirping rates and temperature.
3. Describe how well your mathematical model fits the given observation data on cricket chirps and temperature, using correlation coefficient, R^2 , and/or plots of residuals.

Comparing a Model

Amos Dolbear developed an equation in 1897 called Dolbear's law. He arrived at the relationship between number of chirps per minute of a snowy tree cricket and temperature. You can use this law to approximate the temperature, in degrees Fahrenheit, based on the number of chirps heard in one minute.

Dolbear's law:
$$T = 50 + \frac{N - 40}{4}$$

where T = temperature ($^{\circ}$ Fahrenheit)

N = number of chirps per minute

4. A. Plot the line that represents Dolbear's Law on the same graph as your line of best fit.
B. What are the differences between this model and the one you developed earlier? (Include a discussion of their slopes and y-intercepts in your answer.) Interpret what these differences mean in the context of chirping rates and temperature.
5. Explain the differences between the results of Dolbear's formula and what you see in the observation data for determining the temperature depending on the number of times a cricket chirps. Support your conclusion using four data points. Why do you think these differences could occur?

Task Specifications

Sample Item Id:	MAT.HS.CRICKETS.PT
Title:	Thermometer Crickets
Content Domain(s):	Modeling; Algebra; Functions; Statistics and Probability
Assessment Target(S):	<p>Claim 2, Target A: Apply mathematics to solve problems arising in everyday life, society, and the workplace.</p> <p>Claim 2, Target C: Interpret results in the context of a situation.</p> <p>Claim 2, Target D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).</p> <p>Claim 3, Target C: State logical assumptions being used.</p> <p>Claim 3, Target F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions.</p> <p>Claim 4, Target D: Interpret results in the context of a situation.</p> <p>Claim 4, Target E: Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.</p>
Score Points:	See Scoring Rubric
Task Purpose:	The purpose of this task is to assess students' ability to use new data to challenge the assumptions of an existing mathematical formula.

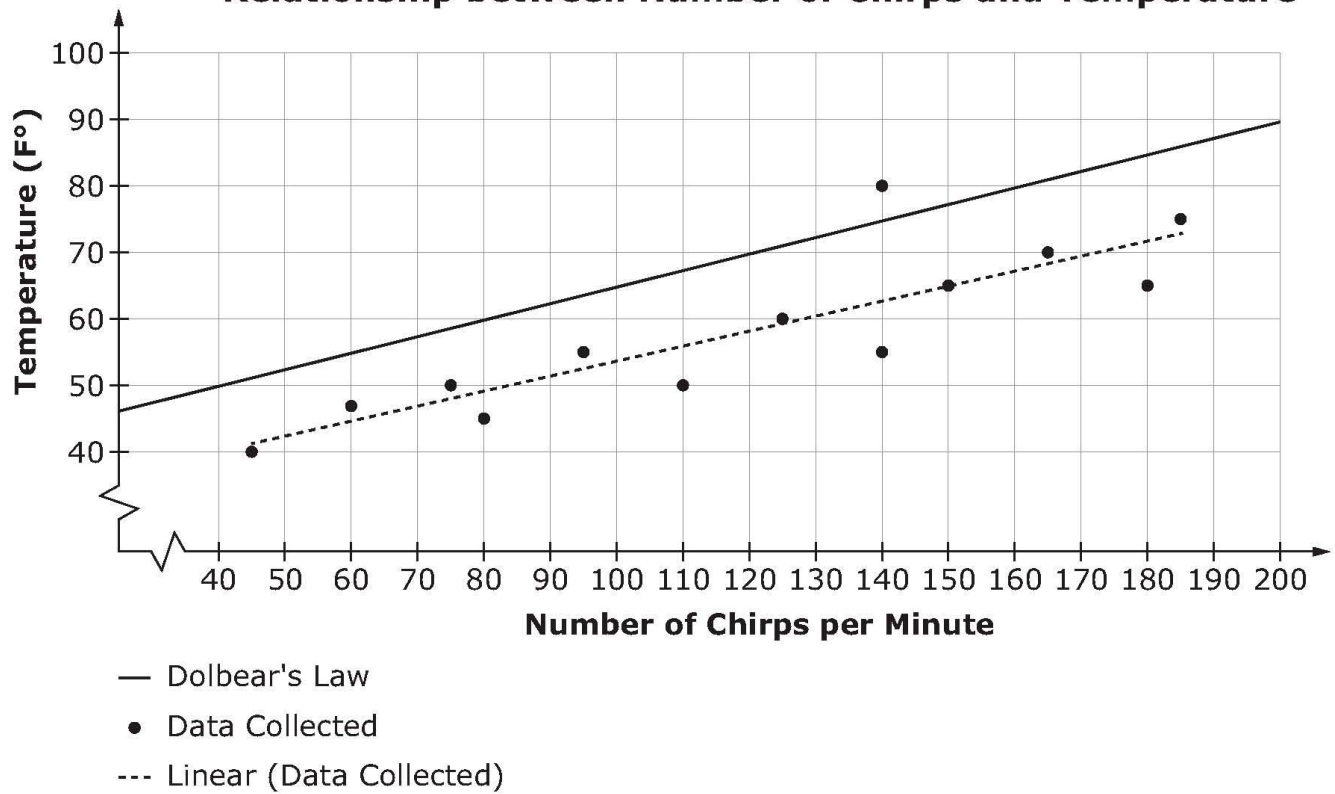
Scoring Rubric

Scoring Criteria for Thermometer Crickets Task

Scorable Parts	Points	Claims
<p>1.</p> <p>A. Using the data table, create a scatter plot of the temperature and number of chirps per minute for snowy tree crickets.</p> <p>B. Explain the patterns you observe on the graph.</p>	<p>0–2 Points</p> <p>Full credit for correctly plotting data points. Students might note a possible linear relationship between the two variables. Accept other valid responses.</p>	<p>Contributes evidence to Claim 2, Problem-solving</p>
<p>2.</p> <p>A. Estimate the line of best fit for the data points on the graph, and graph this line.</p> <p>B. Write an equation to represent the line.</p> <p>C. Write an interpretation of the slope of your equation (mathematical model) in terms of the context of chirping rates and temperature.</p>	<p>0–3 Points</p> <p>Full credit for providing a line of best of fit approximating $y = 0.23x + 31$, depending on tools used. Possible interpretation of slope would be that “for every one unit increase in the rate of chirping, there is an average increase of 0.23 degrees in temperature (°F).” Accept other valid responses. See sample graph on last page of this document.</p>	<p>Contributes evidence to Claim 4, Modeling</p>
<p>3. Describe how well your mathematical model fits the given observation data on cricket chirps and temperature, using correlation coefficient, R^2, and/or plots of residuals.</p>	<p>0–3 Points</p> <p>Full credit for reporting on Pearson correlation coefficient, approximately $r = 0.85$, indicating a strong positive association. Informal residual analysis supports the appropriateness of linear model. Accept other valid responses.</p>	<p>Contributes evidence to Claim 4, Modeling</p>

<p>4.</p> <p>A. Plot the line that represents Dolbear's Law on the same graph as your line of best fit.</p> <p>B. What are the differences between this model and the one you developed earlier? (Include a discussion of their slopes and y-intercepts in your answer.) Interpret what these differences mean in the context of chirping rates and temperature.</p>	<p>0–4 Points</p> <p>Full credit for noting that the both Dolbear's formula and the constructed model have positive slopes, but differ slightly (0.25 and 0.23). One interpretation of this could be that compared to Dolbear's formula predictions, the observed crickets in the data table seemed to have a slightly slower rate of temperature change for every unit change in number of chirps. Responses also note that y-intercepts for the two models also differ, 40 and 31. Accept other valid responses.</p>	<p>Contributes evidence to Claim 4, Modeling, and to Claim 3, Communicating Reasoning</p>
<p>5. Explain the differences between the results of Dolbear's formula and what you see in the observation data for determining the temperature depending on the number of times a cricket chirps. Support your conclusion using four data points. Why do you think these differences could occur?</p>	<p>0–2 Points</p> <p>Full credit is given for noting that in all but one case, Dolbear's formula overestimated the temperature of the observed crickets in the data table. Responses should include the calculating of four data points using Dolbear's formula to support explanation. <i>(Students may speculate about the discrepancy in Dolbear's formula and the data collected in terms of measurement error, possible different species of crickets, other environmental variables [e.g., humidity], proximity to mating season, other valid response.)</i></p>	<p>Contributes evidence to Claim 3, Communicating Reasoning</p>

Relationship between Number of Chirps and Temperature





Forward Thinking, High Achieving.

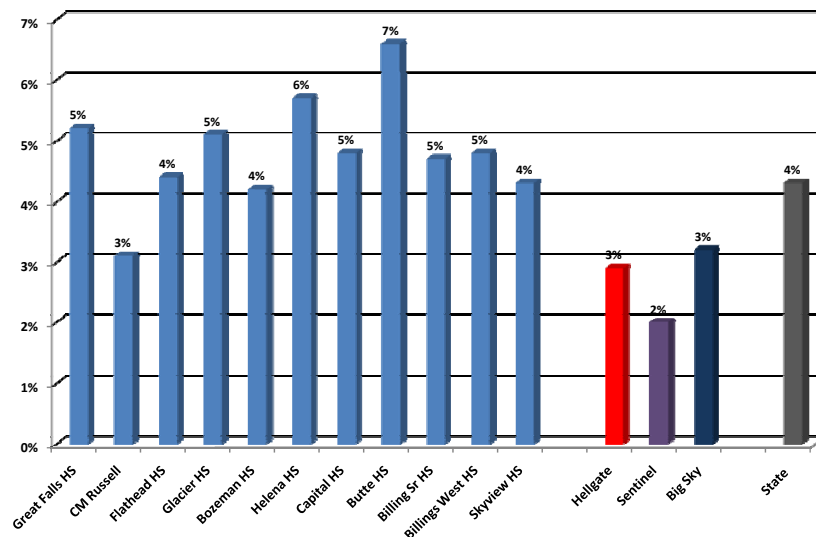
DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES 2011-2012

GRADUATION MATTERS – STUDENT ACHIEVEMENT MARK THANE

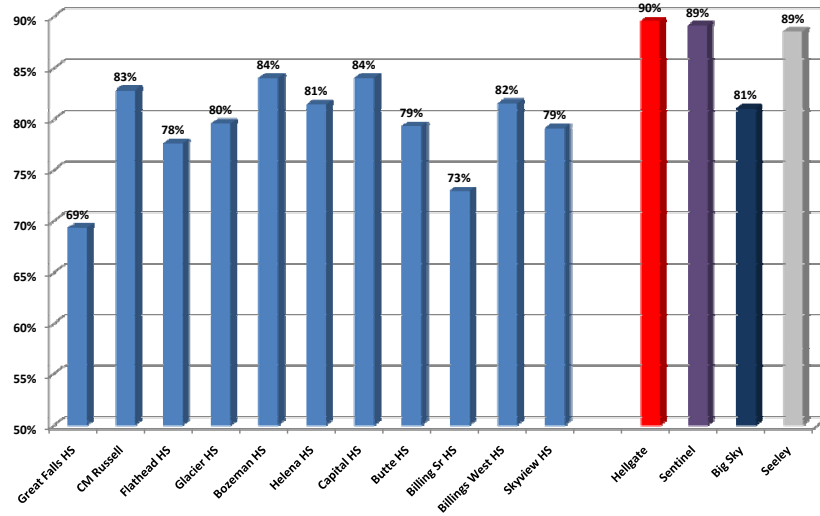
Graduation Matters Missoula

- MCPS Graduation Matters Missoula initiative reduced the drop-out rate from 5.10% in 2008 to 2.58% in 2011. Community involvement is the reason. MCPS high schools have the lowest drop out rates of any AA schools in the state.

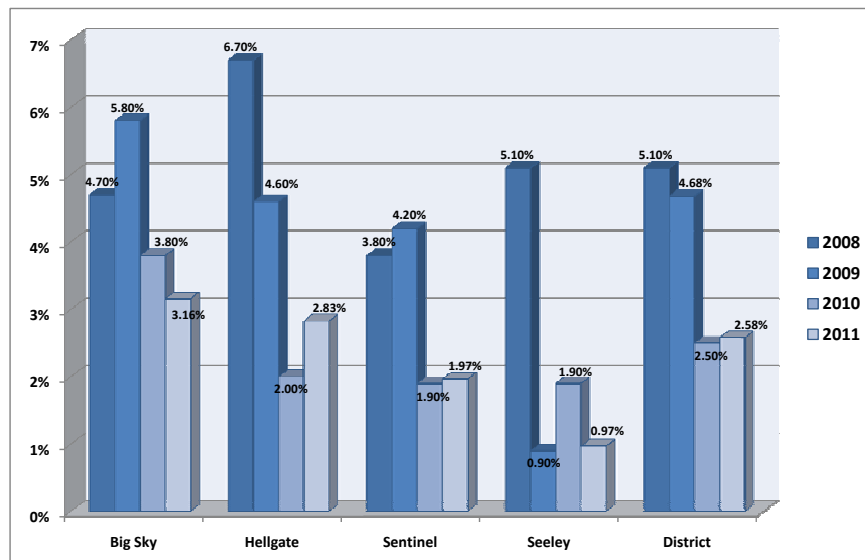
2010-11 Drop Out Rates By AA Schools



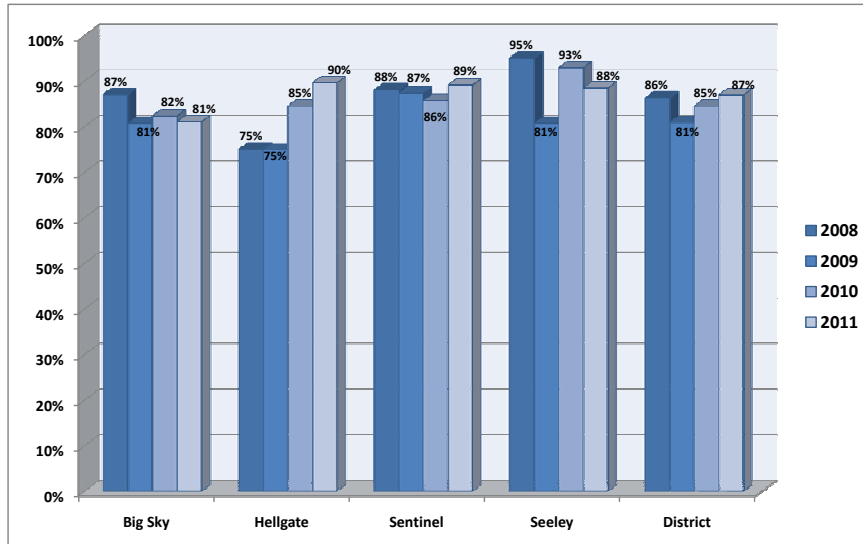
2011 Cohort Graduation Rates By AA Schools



2008- 2011 District Drop Out Rates



2008-11 District Cohort Graduation Rates



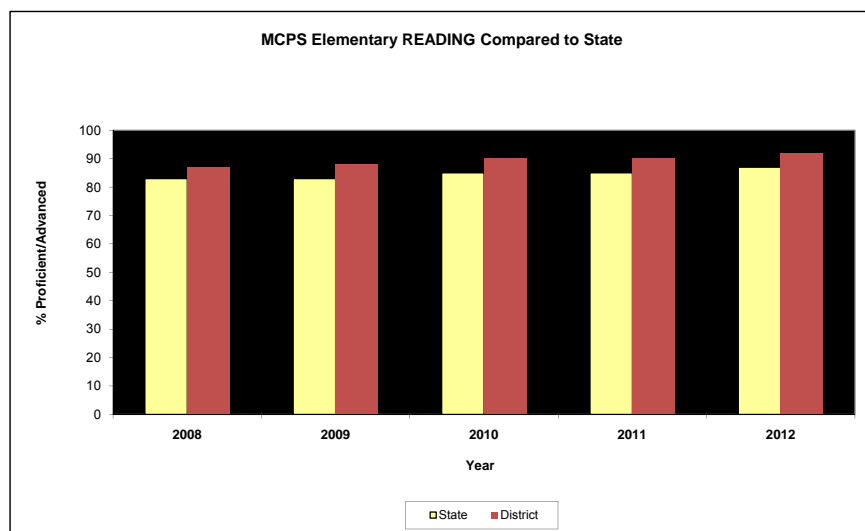
Attendance

- MCPS daily attendance average for 2011-2012 school year was 92%

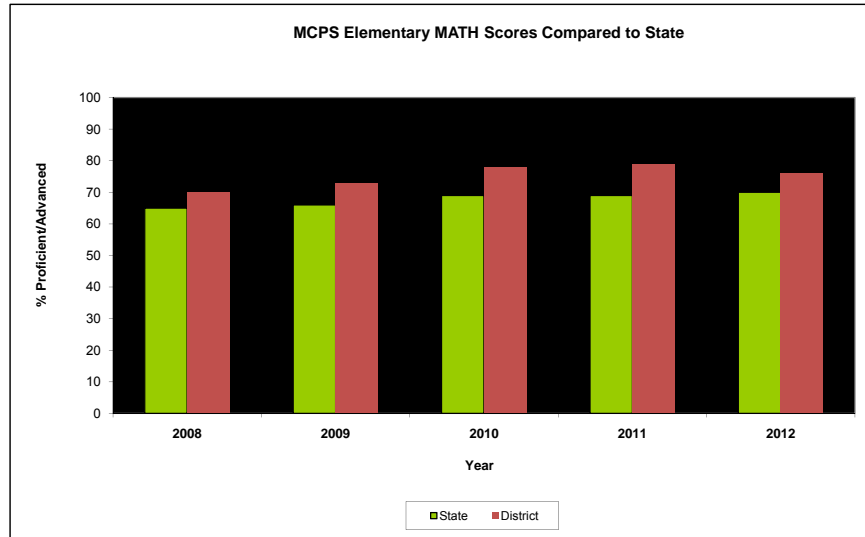
Test Scores

- K-12 standardized scores for all MCPS students exceed state and national test results.

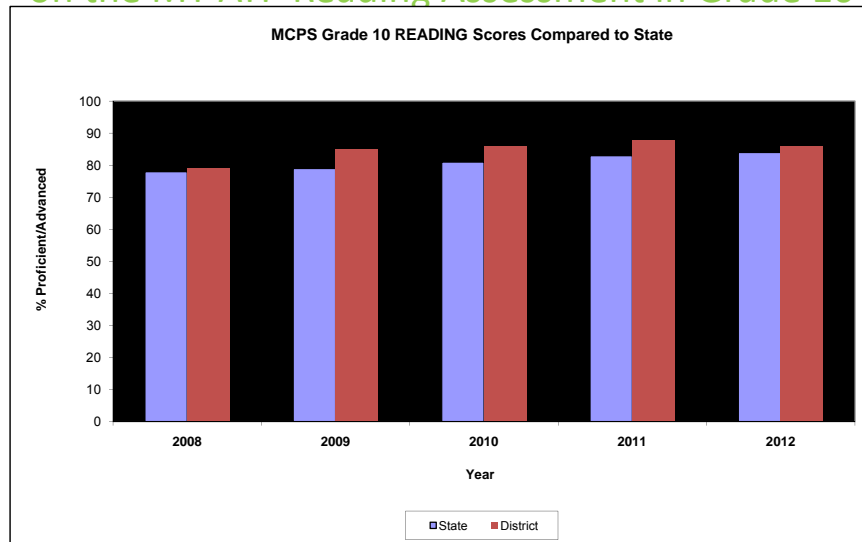
Percentage of Students Scoring Proficient/Advanced on the MT AYP Reading Assessment in Grades 3-8



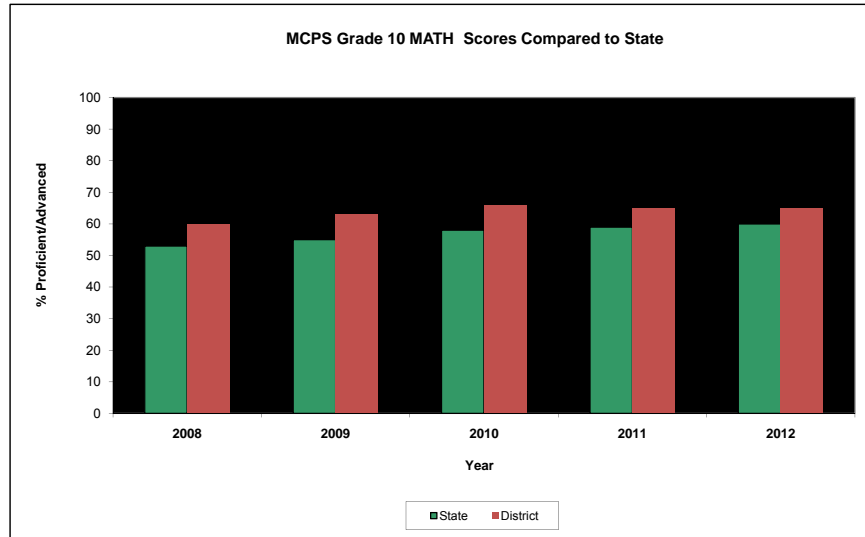
Percentage of Students Scoring Proficient/Advanced on the MT AYP Math Assessment in Grades 3-8



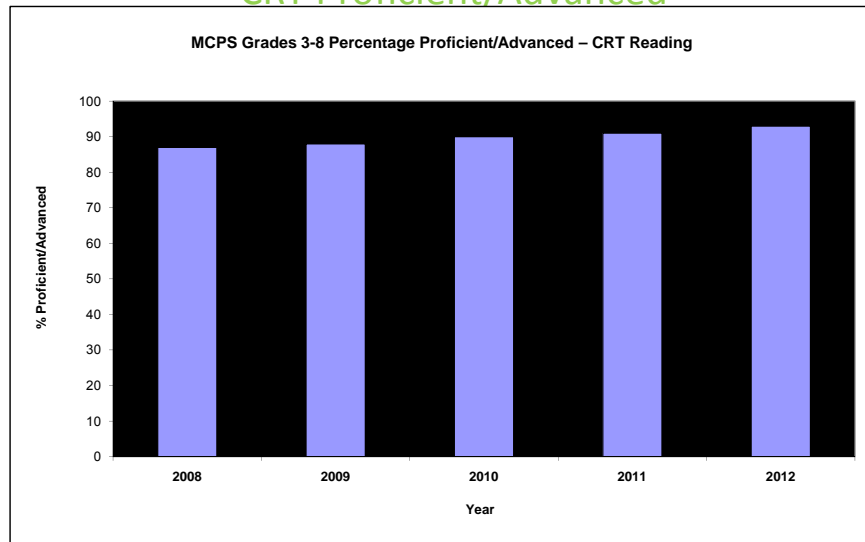
Percentage of Students Scoring Proficient/Advanced on the MT AYP Reading Assessment in Grade 10



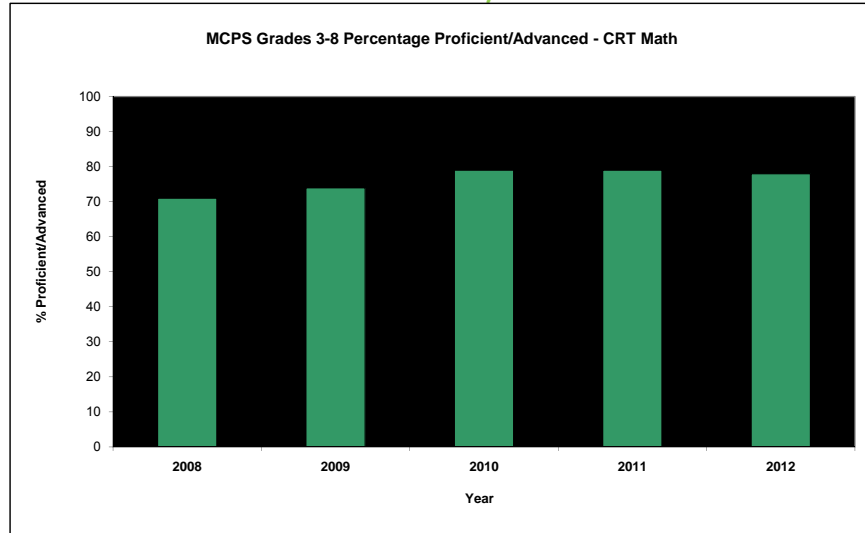
Percent of Students Scoring Proficient/Advanced on the MT AYP Math Assessment in Grade 10



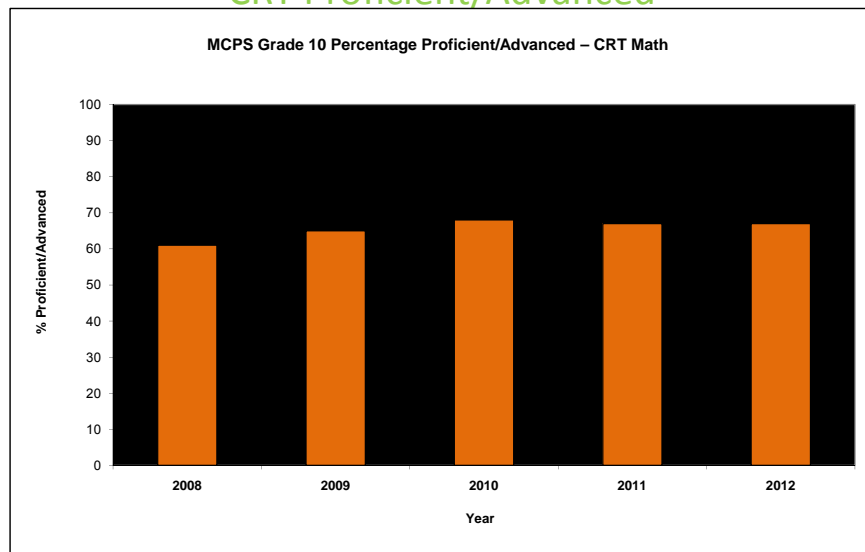
MCPS Grades 3-8 READING CRT Proficient/Advanced



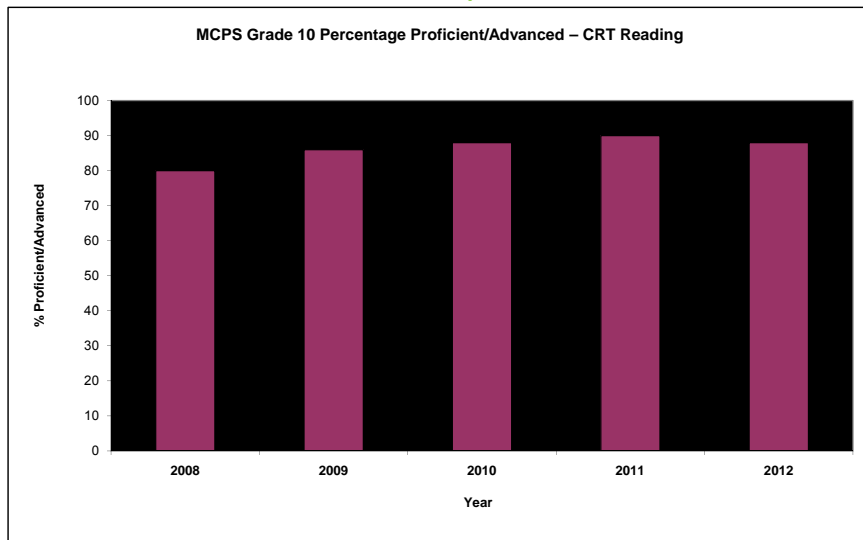
MCPS Grades 3-8 MATH CRT Proficient/Advanced



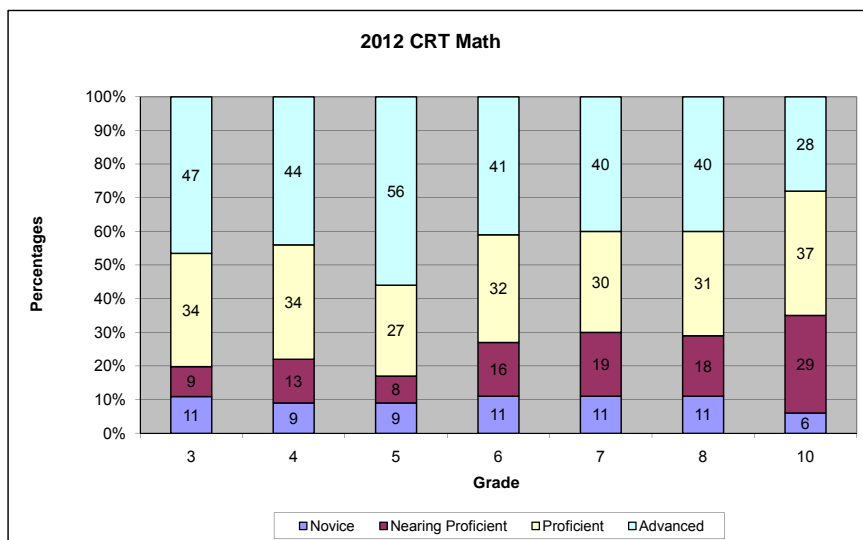
MCPS Grade 10 READING CRT Proficient/Advanced



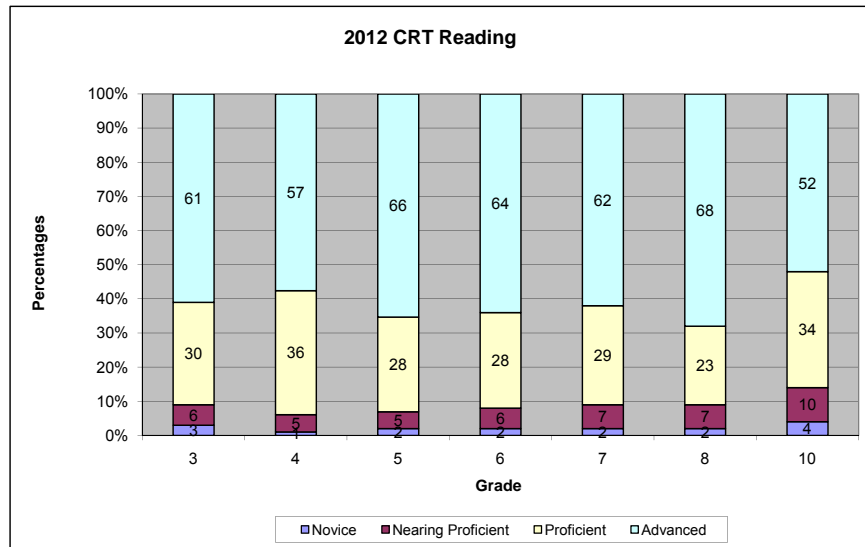
MCPS Grade 10 READING CRT Proficient/Advanced



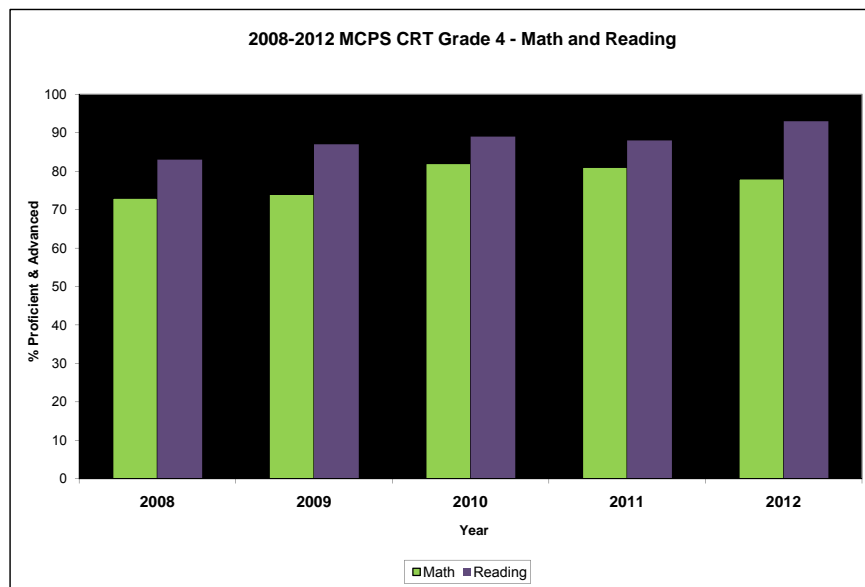
CRT Math Scores Distribution



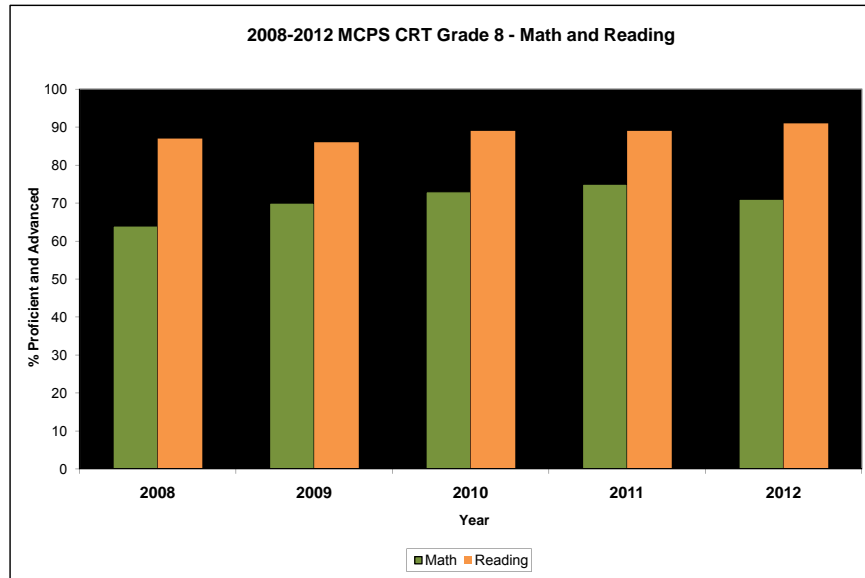
CRT Reading Scores Distribution



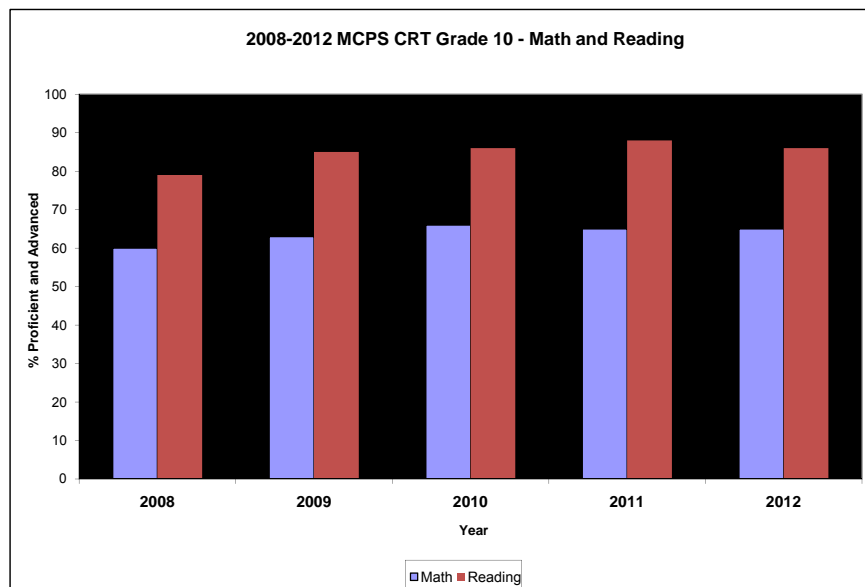
2008-2012 Grade 4 CRT Math & Reading



2008-2012 Grade 8 CRT Math & Reading



2008-2012 Grade 10 CRT Math & Reading



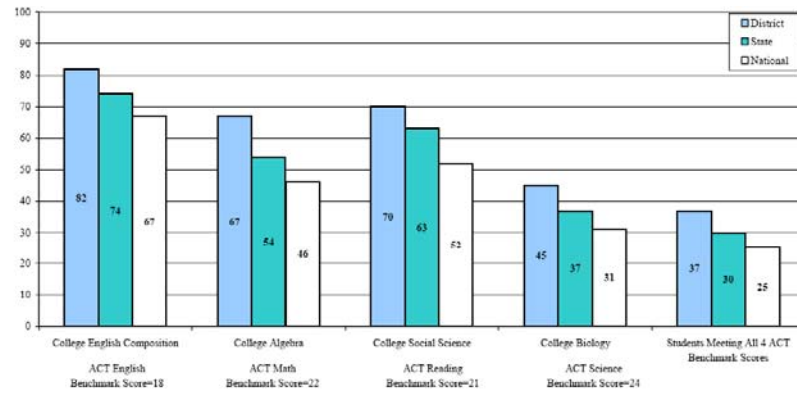
ACT

ACT PROFILE REPORT - District: SECTION I, EXECUTIVE SUMMARY
Graduating Class 2012

PAGE 6
Code 277490
MISSOULA CO PUBLIC SCH DIST 1
MISSOULA, MT

Total Students in Report: 416

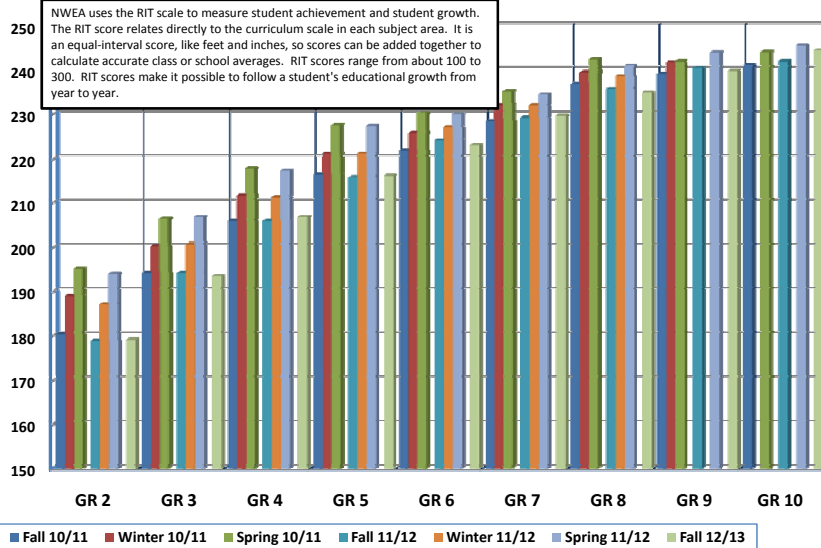
Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

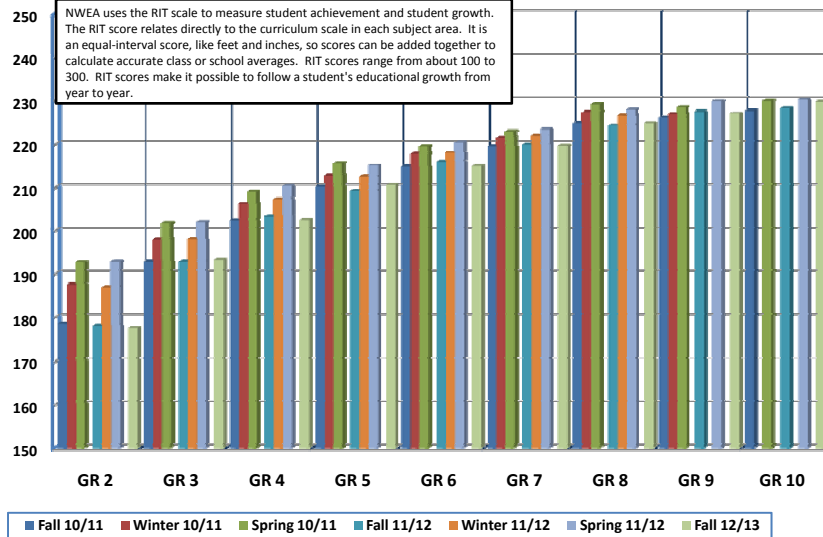
Measures of Academic Progress (MAP)

Math Mean RIT Scores



Measures of Academic Progress (MAP)

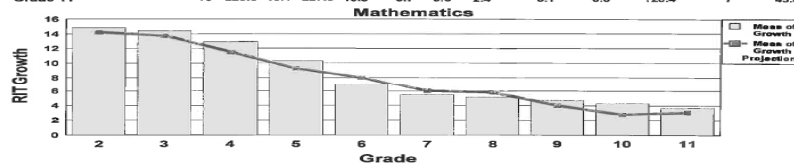
Reading Mean RIT Scores



Measures of Academic Progress (MAP) Math Scores

Student Growth District Summary - Fall 2011 to Fall 2012 District: Missoula County Public Schools

** (Small Group Summary Display is Off)														
Mathematics		Fall 2011		Fall 2012		Growth			Mean**			Count		
Grade (Fall 2012)	Count	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Sampling Error	Growth Index	Percent of Projection	Growth Index	Percent of Projection	Count	Percent Meeting Growth Projection
Grade 2	116	167.9	12.4	182.7	12.6	14.8	7.8	0.7	14.2	0.6	105.4	73	63.5	
Grade 3	509	179.8	12.6	194.3	12.4	14.5	8.2	0.4	13.7	0.7	105.4	300	59.1	
Grade 4	481	194.5	12.6	207.4	12.8	12.9	7.3	0.3	11.5	1.4	113.0	304	63.5	
Grade 5	448	206.7	12.3	217.0	13.5	10.3	7.0	0.3	9.3	1.0	111.2	260	58.0	
Grade 6	475	216.6	14.0	223.6	13.2	7.0	7.4	0.3	8.0	-1.0	87.8	218	45.9	
Grade 7	431	225.3	13.4	230.7	14.3	5.4	6.9	0.3	6.0	-0.6	90.7	212	49.2	
Grade 8	468	230.6	14.5	235.7	15.6	5.1	6.1	0.3	5.8	-0.7	88.4	226	48.3	
Grade 9	382	236.9	14.6	241.6	16.2	4.7	7.4	0.4	4.0	0.7	119.8	220	58.7	
Grade 10	715	241.5	15.8	245.8	16.7	4.3	7.0	0.3	2.7	1.5	158.1	435	61.6	
Grade 11	16	223.8	10.1	227.5	10.8	3.7	9.6	2.4	3.1	0.6	120.4	7	43.8	



* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

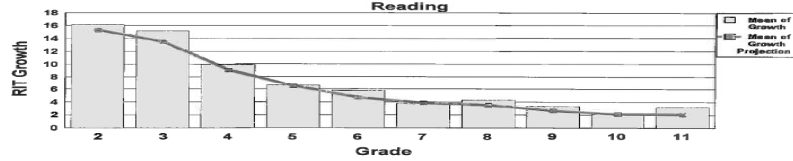
** All projections based on the most recent NWEA RIT Scale Norms study.

Measures of Academic Progress (MAP) Reading Scores

Student Growth District Summary - Fall 2011 to Fall 2012 District: Missoula County Public Schools

*(Small Group Summary Display is OFF)

Reading		Fall 2011		Fall 2012		Growth			Mean**		Count		Percent	
Grade (Fall 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean Dev	Std Sampling Error	Projection Index	Growth	Percent of Projection	Mean of Growth	Mean of Growth Projection	Meeting Growth	Meeting Growth Projection
Grade 2	116	167.0	13.2	183.1	16.2	16.1	10.8	1.0	15.3	0.8	107.4	68	59.6	
Grade 3	517	179.0	16.9	194.1	15.3	15.1	9.6	0.4	13.5	1.7	112.6	307	59.5	
Grade 4	480	193.3	16.0	203.2	15.4	9.9	8.4	0.4	9.1	0.9	109.9	259	56.3	
Grade 5	450	204.5	14.2	211.1	13.9	6.6	7.6	0.4	6.5	0.1	102.4	242	53.9	
Grade 6	474	209.7	13.4	215.4	13.7	5.7	7.9	0.4	4.7	1.1	122.7	289	61.0	
Grade 7	407	216.9	12.3	220.6	12.8	3.7	8.2	0.4	3.8	-0.1	97.6	222	54.5	
Grade 8	457	221.3	12.8	226.6	13.0	4.3	7.1	0.3	3.5	0.8	122.7	277	60.6	
Grade 9	419	224.7	12.4	228.0	13.6	3.3	8.0	0.4	2.7	0.7	126.6	233	56.6	
Grade 10	729	228.4	12.2	230.6	13.3	2.1	7.0	0.3	2.1	0.0	101.3	395	54.6	
Grade 11	16	218.6	9.0	221.8	9.1	3.2	11.1	2.8	2.1	1.1	154.5	9	56.3	



* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

** All projections based on the most recent NWEA RIT Scale Norms study.



Forward Thinking, High Achieving.

DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES 2011-2012

**BUSINESS SERVICES
PAT MCHUGH**



Forward Thinking, High Achieving.

BUSINESS & OPERATIONS STATUS REPORT OCTOBER 25, 2012

The following reflects a recap of the General Fund Budget for FY12, a summary of the recently adopted General Fund budget for FY13, the estimated budget for the General Fund for FY14, a summary of the other budgeted funds and a summary of soft money sources.

BACKGROUND

Although we adopt budgets for 9 separate funds within each district, the General Fund is the primary fund supporting the district's educational programs. The budget for the General Fund is based upon a formula found in state law. That formula is built upon various components that together calculate the Base Budget, which is the minimum budget that all districts in Montana must adopt, and the Maximum Budget. The funding of the Base Budget is shared between the state and local taxpayers while the budget above the Base Budget to Maximum Budget is funded almost exclusively by local taxpayers. At MCPS, we have been adopting budgets at Maximum Budget (and above in FY12) thanks to the passage of mill levies by our community.

The calculation of the Base and Maximum Budget depends primarily upon the district's enrollment. Declining enrollment means little to no budgetary increase even with the passage of levies. In fact, it is possible to adopt a budget above Maximum if the prior year budget is greater than the Maximum budget. To do so, however, typically requires the passage of a mill levy. This was the case in FY 12 when we passed fairly significant mill levies in May of 2011 in order to adopt relatively small budgetary increases. In the High School District, we passed a \$710,000 mill levy and our budget increased by \$41,647. In the Elementary District we passed a \$435,000 levy and our budgets increased by \$231,943.

The relative disparity between our budgetary increase and mill levies was not caused exclusively by declining enrollments. During the 2009 Legislative Session, the state funded 2% of its inflationary contribution to school funding with one time only money. These funds were no longer available after 2011, meaning we started budgeting for 2012 in a 2% hole. When the 2011 Legislature approved a 1% inflationary increase for fiscal year 2012, the net effect was a 1% decrease in school funding over the prior year. In addition, the 2011 legislature restored the At Risk component of the school funding formula.

The net effect of the enrollment decline, decrease in school funding, and restoration of the At Risk component was the relative disparity between our mill levies and the budgetary increases and the adoption of budgets above Maximum Budget. For 2012, our High School General Fund Budget was \$26,915,054 (over maximum by \$1,081,314) and our Elementary General Fund Budget was \$31,089,704 (over maximum by \$512,986).

ADOPTION OF 2013 GENERAL FUND BUDGET

Prior to the adoption of budgets in August, the inflationary increase in the Basic and Per ANB Entitlement was increased by the state from 1.6% to 2.43%. The 2.43% increase was included in the original legislative appropriations in HB2. That increase, however, was tied to language in SB329 that required passage of HB316 with a commitment to allocate 10% of tourism and metal mines money to the state. HB316 was vetoed and the inflationary increase dropped from 2.43% to 1.6% per SB329. It was ultimately restored by the state in settlement of legal action by the school groups.

The revised inflationary increase of 2.43% and an ANB increase of 96 resulted in an Elementary General Fund increase of \$959,249 (3%). The General Fund in the High School District, on the other hand, experienced no appreciable gain (\$5,541) given the minimal increase in ANB (4) and the fact that the FY12 High School General Fund budget was over Maximum by \$1,081,314. With the budgetary increase, the Board adopted budgets of \$32,048,952 (Maximum Budget) in the Elementary District and \$26,920,595 (\$117,281 over Maximum) in the High School District.

Despite the General Fund increase in the Elementary District, it was necessary to make budgetary reductions, utilize retiree savings and utilize one time only funds in order to cover the cost of additional budgetary obligations as set forth below:

	<u>Elementary</u>	<u>High School</u>
Additional Certified Staff	470,000	-0-
Salary & Benefit Increase	1,209,385	1,013,474
Instructional Increase (STEM Program)	-0-	18,715
TOTAL BUDGETARY ADDITIONS	\$1,679,385	\$1,032,189
 Budgetary Reductions	 356,391	 759,222
Utilize Retiree Savings	276,000	160,000
Utilize OTO funds	87,746	107,426
TOTAL REDUCTIONS/OTHER	\$ 720,137	\$1,026,648
 DIFFERENCE (BUDGETARY INCREASE)	 \$ 959,248	 \$ 5,541

Although budgetary reductions were necessary, the adopted budget in both Districts continued to fund staffing to meet accreditation standards, provided for an increase in pay to all staff, and maintained educational programs that support student achievement and the District's major initiatives.

ESTIMATED GENERAL FUND BUDGET FOR 2014

As we enter the 2013 Legislative Session, the only thing that we can be certain of is that there will be a variety of school funding proposals presented and debated. Typical of the budget year that follows a legislative session, we will provide the Board with a variety of possibilities based upon funding proposals presented. Using an inflationary increase of .89% to the Basic and Per ANB Entitlement, the Elementary General Fund Budget would increase by approximately \$930,000 and the High School General Fund would remain the same.

We expect the OPI to request a .89% inflationary increase not only to the Basic and Per ANB Entitlement, but to the four funding components that were added in 2005 (AIAG, At Risk, QEP, & IEFA). A .89% increase to the four funding components could increase the Elementary General Fund Budget by another \$130,000. It would not likely increase the High School General Fund Budget, as we would continue to adopt a budget at prior year levels.

ADOPTION OF OTHER BUDGETED FUNDS

While the General Fund was the largest budget adopted in August, it was not the only budget that is supported by local taxpayers. The elementary budget for all 9 budgeted funds was \$42,070,409 – representing a decrease in budget of \$121,356 from FY12. The high school budget for all 9 budgeted funds was \$36,356,554 – representing a decrease of \$188,059 from FY12. The overall impact was a reduction of 7.83 mills in the Elementary District and 4.52 mills in the High School District. The reduction in mills translated into a reduction in taxes of approximately \$23.06 in the Elementary District and \$13.31 in the High School District on a home with a market value of \$200,000.

SOFT MONEY SOURCES

A portion of FY12 year end funds were used to cover obligations funded with soft money sources during the year. The impact was the restoration of soft money sources, which were used in FY13 to settle our employee contracts and balance our budget. These funds will also be used in FY13 to support Advanced Problems in Science, Robotics, Writing Coaches and Writing Collaborative. Attached hereto is a look at the types of soft money sources that have been discussed and identified for use as one time only funding sources.

**SOFT MONEY SOURCES
FY 2012-13 ONLY**

PRESENT BALANCES OF SOFT MONEY SOURCES			
	ELEMENTARY	SECONDARY	TOTAL
Indirect	759,909	258,712	\$1,018,621
E-rate in HS fund 215		36,137	\$36,137
Roosevelt sale proceeds	1,248,276		\$1,248,276
Medicaid - Direct billing	174,391		\$174,391
Medicaid - MAC (extra funds)	6,476	43,321	\$49,797
Walla Walla Rental	298,577		\$298,577
Missoula International Schools	218,995		\$218,995
YWCA Rental of Mt Jumbo	23,777		\$23,777
Beverage Contract (saved from FY09)		45,548	\$45,548
State Data Systems Support payment	29,427	23,261	\$52,688
Stadium Revenue in fund X15		29,350	\$29,350
Homevale Right of Way Proceeds		20,097	\$20,097
Microsoft Settlement proceeds	12,073		\$12,073
Young Family Program - accumulated funds		23,718	\$23,718
Regional Deaf Ed membership Fees		33,250	\$33,250
Fund balance in Computer Center Fund	176,971	144,794	\$321,765
TOTAL			\$3,607,060



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DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES 2011-2012

**OPERATIONS AND FACILITIES
SCOTT REED**



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DEPARTMENT OF OPERATIONS AND MAINTENANCE

O&M

O&M had a busy year completing several major projects at the K-12 level. These projects included:

- Student Bathrooms remodel – Big Sky High School
- Security Cameras install – Sentinel High School
- New gym ADA compliant bleachers- Jefferson, Seeley Swan High School
- Room remodels – Franklin, Meadow Hill
- Boiler overhauls – Sentinel and Hellgate High Schools
- New roofs –Seeley Swan High School, Administrative Building
- Building in stage at Russell for new classroom
- Computer/IT re-wiring projects at several building-(on going)
- New classroom modulars at Rattlesnake and Lowell schools

The above projects were funded by the new Building Reserves. The balance of the Building Reserves will be managed to address routine or unplanned repairs and maintenance issues.

Looking Forward 2012-2013--The Long Range Facility Plan (LRFP) is on schedule. We are currently in contract negotiations with the successful candidate and are looking forward to a community based, district supported plan that will dovetail into our 21st Century Education Plan. The LRFP will address a 5-10-15 year horizon.

Food Service

We are proud to report that the K-12 food service program has had a successful and profitable year. For the first time in several years, both districts have operated on the profit side of the income statement. Stacey Rossmiller, Supervisor Food and Nutrition Services, and Ed Christian, Kitchen Manager, have been responsible for the historical turn-a-round in this department.

Major changes and projects include:

- Ms Rossmiller worked closely with her staff to rebuild trust and morale in the department. The staff responded with excellent ideas on how to reduce costs and increase sales throughout the system.
- Ed Christian put in place cost saving and coop purchasing procedures to drive down costs.
- We reduced several staff positions through attrition, eliminated overtime and all adult catering and incorporated the warehouse delivery dray truck to deliver food for summer feeding during the regular school runs.
- The program is partnering with local farmers to utilize local farm fresh product.

We are anticipating a great 2012-13 school year in food service. Our goal of “above the line” profitability and a program that feeds inexpensive and nutritious meals defines our missions for Food Service. We are proud of the men and women who serve over 6,500 meals each and every day to our valuable customers- the students and staff of MCPS.

Transportation

The transportation budget continues to remain relatively static with only one route added this year. The budget is approximately \$5.1 million and supported by a permissive levy. This year we are transporting approximately 3, 800 students within the district. An area of concern is the increase in homeless students that require transportation. MCPS is seeing a two year increase (15-20%) in homeless transportation needs. Another challenging transportation issue is the leveling of students from overcrowded schools. We continue to work with our contractors to address these issues.



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Missoula County Public Schools
Tracking of Budgets and Expenditures for Building Reserve Fund
For the Period of July 1, 2012 through September 30, 2012

ELEMENTARY BUILDING RESERVE- NEW 2011

	Budget	FY 11 Expend	FY 12 Expend	FY 13 Expend	Total Expend	Building Reserve Balance
ELEMENTARY						
Building Reserve						
Building Remodel/Renovations	275,816.75		170,515.05	19,617.01	190,132.06	85,684.69
Heating & Plumbing Repair	300,000.00		64,837.49	36,780.42	101,617.91	198,382.09
Heating & Plumbing Replace	25,000.00		8,092.51	7,317.00	15,409.51	9,590.49
Modulars	174,183.25		175,542.25	2,182.29	177,724.54	(3,541.29)
Print, Pub, Dup Service			4,325.00		4,325.00	(4,325.00) (new)
Custodial Equipment Replacement	55,000.00		13,938.84	8,145.14	22,083.98	32,916.02
Custodial Equipment Repair	90,000.00		6,843.36		6,843.36	83,156.64
Grounds/Playfields/Stadiums	80,000.00	3,613.55	77,365.84		80,979.39	(979.39)
Grounds/Playfields/Stadiums Equip	100,000.00	30,927.00	23,070.04	9,900.00	63,897.04	36,102.96
Fire/Security/Comm Repair	20,000.00		6,944.25	2,811.38	9,755.63	10,244.37
Fire/Security/Comm Equip Replace	5,000.00		3,556.97	1,793.00	5,349.97	(349.97)
Rewire/Recable IT Support Systems	325,000.00		158,454.00	2,591.18	161,045.18	163,954.82
Food Service Equip Repair	100,000.00		12,677.24	4,526.92	17,204.16	82,795.84
Food Service Equip Replace	15,000.00		7,340.35		7,340.35	7,659.65
Misc Repair and Replace	400,000.00		44,699.03	32,039.43	76,738.46	323,261.54
Vehicles/Trucks Replace	35,000.00		23,055.75	738.50	23,794.25	11,205.75
Environmental/Asbestos	25,000.00		4,900.00	4,900.00	9,800.00	15,200.00
Architect/Engineer	15,000.00		10,517.78	4,232.50	14,750.28	249.72
Electrical Systems Replacement	10,000.00				-	10,000.00
Electrical Systems Repair	75,000.00		10,856.83	7,814.99	18,671.82	56,328.18
Roofing Repairs	150,000.00		90,000.00		90,000.00	60,000.00
Floor Covering	100,000.00		34,647.99	9,966.26	44,614.25	55,385.75
General Safety Equip/Training	5,000.00		756.12		756.12	4,243.88
Non Tech Equipment	120,000.00		7,770.19	-	7,770.19	112,229.81
					-	-
	2,500,000.00	34,540.55	960,706.88	155,356.02	1,150,603.45	1,349,396.55

Sample of Completed Projects:

Playground repairs and upgrades
Roof Repair PO,DI,MTJ,RA,LO
Office Remodel LC,WA
CSCT offices CC,WA,
New Bleachers HA, JF
AC installs LC,MH
Russell Stage remodel
Modulars RA,LO
Refinish gym floors HA,CS
Remodel office FR
Remodel room FR
Windows library FR
Storage room MH
Carpet MH



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Missoula County Public Schools - Secondary
Expenditures and Budget Balances for Building Reserve Fund
Combined Expenditures for Fiscal Years 2012 through September 30, 2012
For the Period of July 1, 2012 through September 31, 2012

SECONDARY- Building Reserve (new 2011)

	Budget	FY11 Expend	FY12 Expend	FY13 Expend	Total Expend	Balance as of 10/31/2011
Building Reserve						
Building Remodel/Renovations	665,000.00		217,164.22	3,600.75	220,764.97	444,235.03
Heating & Plumbing Repair	200,000.00		35,330.15	26,368.84	61,698.99	138,301.01
Heating & Plumbing Replace	35,000.00		5,056.16		5,056.16	29,943.84
Custodial Equipment Replacement	50,000.00		4,498.88	4,378.70	8,877.58	41,122.42
Custodial Equipment Repair	25,000.00		3,198.64		3,198.64	21,801.36
Grounds/Playfields/Stadiums	55,000.00	9,949.15	19,371.16	2,175.00	31,495.31	23,504.69
Grounds/Playfields/Stadiums Equip	35,000.00	15,927.00	16,682.70		32,609.70	2,390.30
Fire/Security/Comm Repair	10,000.00		4,020.12		4,020.12	5,979.88
Fire/Security/Comm Equip Replace	5,000.00		3,077.43	1,762.00	4,839.43	160.57
Rewire/Recable IT Support Systems	200,000.00		114,497.98	2,298.39	116,796.37	83,203.63
Food Service Equip Repair	25,000.00		1,777.54	3,456.47	5,234.01	19,765.99
Food Service Equip Replace	15,000.00				-	15,000.00
Misc Repair and Replace	350,000.00		93,384.19	23,364.55	116,748.74	233,251.26
Vehicles/Trucks Replace	35,000.00				-	35,000.00
Environmental/Asbestos	12,000.00		1,175.08		1,175.08	10,824.92
Architect/Engineer	31,000.00	9,761.95	29,310.95		39,072.90	(8,072.90)
Electrical Systems Replacement	10,000.00		6,012.66		6,012.66	3,987.34
Electrical Systems Repair	75,000.00		7,096.54	2,500.00	9,596.54	65,403.46
Roofing Repairs	100,000.00		42,395.04		42,395.04	57,604.96
Floor Covering	78,000.00		2,190.00	3,231.00	5,421.00	72,579.00
General Safety Equip/Training	5,000.00		416.16		416.16	4,583.84
Non Tech Equipment	1,134,000.00		71,672.07	86,147.83	157,819.90	976,180.10
Total Bldg Reserve	3,150,000.00	35,638.10	678,327.67		873,249.30	2,276,750.70

BR remaining

Sample of Completed Projects:

Playfields repairs and upgrades
Roof Repair HG, SS
AC in drafting classroom SHS
Library upgrade/remodel HG
Boiler Repairs SS,SHS,HG,WI
Basement classroom remodel WI
Bathroom remodels- BSHS
Computer lab upgrade SHS
Stadium track repairs
Roof- Seeley
New sink/stove Culinary III HG
Health Care Academy-BSHS
Bleachers -SSHS
IT Re-wiring- BSHS,SHS,SSHS (inprocess)

SUMMARY OF EXPIRED BUILDING RESERVES:

		EXPIRED	Remaining Balance	notes
Elementary Approved in 1997	acc#1901	Jun-11	\$ 49,637.00	Maintenance only
			\$ 735,605.00	Tech and school furniture
Elementary Approved in 2002	acc#2002	Jun-11	\$ 347.79	Maintenance only
Elementary Approved in 2006	acc#2007	Jun-11	\$ 36,298.00	Maintenance only
High School Approved in 2006	acc#2511	Jun-11	4,468.00	Maintenance only



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DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES 2011-2012

**HUMAN RESOURCES
STEVE MCHUGH**



Forward Thinking, High Achieving.

Human Resources

I. Hiring and Retaining

- District Goal: Continue to review the hiring practices of the District with the goal of hiring the best teachers who can advance the District's five goals and three initiatives. Continue to review the hiring practices of the District with the goal of hiring the best support staff who can advance the District's five goals.
- Team Goal: Hire and retain the best staff.
- Strategies and Action Steps: Develop and implement quality hiring practices. Continue to refine the online applicant process. Review all applicant reference forms unique to each hiring category and improve as needed. Set up and manage computer systems for the public to use for employment application purposes. Set up and manage computer systems for the use of employee orientation and training.

II. Negotiations

- District Goal: Engage in contract negotiations guided by the District goals.
- Team Goal: Agree to fair contracts for the District's staff.
- Strategies and Action Steps: Good faith bargaining will continue. A committee to review the compression of the salary index and matrix will be created for the 2012-2013 school year. A committee to review the indices/salaries for extra-curricular facilitators/coaches and department chairs will be formed for the 2012-2013 school year.

III. Evaluations

- District Goal: Continue to assure that all employees are evaluated yearly. Quality evaluations of all employees will help the District achieve great success with the District's five goals and 3 initiatives.
- Team Goal: Quality, yearly evaluations of all our employees.
- Strategies and Action Steps: Continue to assure that all employees are evaluated yearly. Quality evaluations of all employees will help the District achieve great success with the District's five goals and three initiatives.



Forward Thinking, High Achieving.

Human Resources Department

Stephen McHugh, Director of Human Resources
& Labor Relations
Caroline Wilson, Human Resources Supervisor
Mischelle Y. Thomas, HR Specialist
Val Crumbley, Certified Technician
Shannon McWilliams, Benefits Technician
Darlene Burtch, Classified Technician
Anita Thomas, Sub Dispatcher/Clerk

TO: District Principals, Kathleen Nerison, Virginia Haines, John Combs, Alanna Vaneps, Supervisors

FROM: Stephen McHugh, Director of Human Resources & Labor Relations

DATE: August 27, 2012

RE: Classified Staff Evaluations

To assist you, the following are reminders regarding Classified Staff Evaluations for the 2012-2013 School Year.

Probationary Employees:

- Job performance must be reviewed at a verbal conference at least once during the first three (3) months of employment. The time and date of this conference must be documented.
- A formal written evaluation must occur at least once during the first six (6) months of employment. The evaluation must be presented at a scheduled conference.

Non-Probationary:

- Evaluations must be completed by May 1st.

Following completion of your evaluations, please forward to Certified Technician, Darlene Burtch, to be placed in each employee's personnel file.

Thank you for your assistance in completing the evaluations in a timely manner. Please feel free to contact the HR Department at ext. #1035 with any questions.

C: Superintendent, Regional Directors, Assistant Principals, Deans, Darlene Burtch

Administration Building, Human Resources Department
215 S. 6th St. West, Missoula, MT 59801
Telephone (406)728-2400 Fax (406)329-5991
www.mcps.k12.mt.us



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Human Resources Department

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Anita Thomas, Sub Dispatcher/Clerk

TO: District Principals, Kathleen Nerison, Virginia Haines, John Combs, Alanna Vaneps

FROM: Stephen McHugh, Director of Human Resources & Labor Relations

DATE: August 27, 2012

RE: Teacher Evaluations

To assist you, the Certified Staff Evaluation Schedule for 2012-2013 is listed below. Three (3) observations shall be completed prior to completing the final evaluation. The first observation should be in the fall, prior to the December break. Additional observations should be made prior to the March evaluation deadline. **See attached Teacher Professional Growth Process.**

CERTIFIED STAFF EVALUATION SCHEDULE

First, Second, and Third Year Non-Tenured Teachers (Evaluated annually by the 3rd week in March):

1st Observation: Completed by December 14, 2012.
Evaluations: Completed by March 11, 2013; Turn in by March 15, 2013.

Non-Tenured Teachers Hired after the Beginning of the School Year:

Observations: Completed within 45 days of hire or December 14th, whichever is later.
Evaluations: Completed by March 18, 2013; Turn in by March 22, 2013.

Long-term Substitutes Who Are or Will Be on Contract and Teachers Hired on a Temporary Basis for One Quarter or One Semester:

Observations: Completed prior to final evaluation.
Evaluations: Completed prior to the end of the contracted time;
Turned in prior to the end of the contracted time.

Tenured Teachers (Summative Evaluation at least once every 3 years by the 1st Friday in May):

Observations:	Completed prior to final evaluation.
Evaluations:	Completed by the 1 st Friday in May; turned in by May 3, 2013.

Please notify me if there is a non-tenured or tenured teacher who is having difficulty and advise me of the plan of assistance you are considering.

Following completion of your conferences please send Certified Technician, Val Crumbley, a signed evaluation to be placed in each teacher's personnel file.

Thank you for your assistance in completing the evaluations in a timely manner. Please feel free to call with any questions.

C: Superintendent, Regional Directors, Assistant Principals, Deans, Val Crumbley

PROCEDURAL GUIDELINES FOR OBSERVATION AND EVALUATION

It is understood that the Observation Guide is to be used as the first line communication of strength and suggestions for growth. The following guidelines must be considered:

1. Areas of strength should be noted and conveyed to the teacher.
2. Specific written suggestions for continued growth must be made when appropriate.
3. Good faith effort toward continued growth must be made by both the supervisor and teacher during the observation process.
4. Additional suggestions will be made whenever appropriate.
5. The Guide is to be used as an ongoing form, dated, with follow-up teacher conferences and opportunities for teacher response.

If the area(s) is deemed unsatisfactory after teacher-supervisor consultation, it must be noted on the Evaluation Report. Prior to placing "Unsatisfactory" on the Evaluation Report, the following must be observed for the evaluation:

1. Area(s) of unsatisfactory performance must be observed and documented consistently over a reasonable period of time.
2. Area(s) of unsatisfactory performance must be specifically identified in the narrative.
3. Evaluations will be performed by the immediate supervisor and may be in conjunction with another Administrator who has direct supervisory responsibilities over the teacher, or another individual who is brought in as an expert as a result of the initiation of a Plan of Assistance.

A Plan of Assistance is a specific list of steps enumerated by the supervisor to rededicate unsatisfactory performance to include:

1. Identification of the problem
2. A specific plan to rededicate the problem
3. Timelines
4. Closure

Each party may request that an observer be present during the presentation of the Plan of Assistance. The observer will not be a participant in the presentation.

TEACHER OBSERVATION GUIDE

Note: Teacher assignments differ; therefore, all of the statements listed may not be observed by the evaluator. For the four (4) categories listed on the evaluation instrument, those factors that are going to be evaluated and measured in the evaluation need to be defined. Following are operative definitions for the four (4) categories listed on the generic instrument:

Instruction

- Share the objective and purpose of the lesson with students
- Provide instruction which includes skill/development related to the subject
- Adjust the difficulty level of instruction and students assignments to various levels of ability
- Attempt to make lessons interesting and challenging
- Use techniques which encourage critical thinking and communication
- Follow instructional objectives that are consistent with District goals and analysis
- Help students develop positive work habits, independent thinking, inquiry, and analysis
- Communicate clearly and correctly
- Maintain a classroom that reflects student involvement (i.e. bulletin boards, projects, etc.)
- Utilize various organization strategies (large groups, a small group, individual/independent study) to achieve lesson objectives
- Involve Administrators, counselors, social workers, resource teachers, and/or other remedial helpers in resolving student problems wherever appropriate

Management

- Establish and maintain order and discipline including:
 - Maintaining quiet when appropriate
 - Securing attention during instruction
 - Enforcing established rules
 - Encouraging student self-control, courtesy, and responsibility
 - Promoting reasonable standards of safety
- Reports student progress to parents, students and other appropriate professional personnel
- Organize textbooks, workbooks, media materials, and other resources in a manner which supports the objectives of the lesson
- Is timely in submitting reports, attending meetings, and reporting to work
- Observe rules, regulations, and policies of the District and school

Human Relationships

- Participate in resolving conflicts with students, parents, and staff members
- Contribute to the improvement of the school by presenting criticisms and suggestions in a positive manner
- Encourage tolerance of divergent values represented in the school and the larger society (ethnic, religious, political, cultural, etc.)
- Strive for fairness and consistency relating to students and others
- Encourage the development of a positive self-image in the student

Professional Preparation and Continued Growth

- Prepare effective lesson plans to meet District instructional objectives and provides adequate plans for substitute teachers
- Show interest in professional growth activities (e.g. workshops, seminars, professional reading, etc.)
- Participate in regularly scheduled District in-service



Forward Thinking, High Achieving

TEACHER EVALUATION/PROFESSIONAL GROWTH PROCESS

Formative Evaluation for Tenured Years 1 and 2

Formative evaluation is conducted for the development of improvement of a teacher's performance and is focused on enhancing student achievement. In addition, the purpose of formative evaluation is to validate or ensure that the District goals are being addressed.

1. **At the beginning of the school year, a meeting is held with all Year 1 and 2 staff to distribute the Teacher Standards, the Professional Growth Goal Form, and the Standards/Indicators Running Record. At this time the process is reviewed for goal sharing, collecting evidence of work toward goals, and standard-based growth.**
 - A. **Administrators will collect the completed Professional Growth Goal Form by the 3rd Friday of September.**
 - B. **A goal conference between the teacher and Administrator is scheduled and held by the last Friday of October.**
 - C. **The end-of-year goal conference between the teacher and Administrator is held by the first Friday of June.**
2. In the initial goal setting process, the teacher establishes a minimum of one (1) individual goal for each of the six (6) Teacher Standards (also a principal-directed goal and/or a team-based goal may be established). The Professional Growth Goal Form is used as follows:
 - A. The indicator under the standard is identified (ex. 1.1).
 - B. The goal is stated under Action Plan.
 - C. The goal's measurement is stated under Measureable Results.
 - D. The completed form is submitted to the Supervisor/Administrator no later than the 3rd Friday of September.
 - E. The goals are set in the Initial Goals Conference with the principal and reviewed/revised in the spring of the school year.
 - F. Once goals have been established, the teacher will review and revise the goals on a yearly basis.
3. Administrator monitors teacher's progress toward Teacher Standards-based goals by doing a **minimum of three (3) classroom visits and/or observations** in other venues to give feedback on professional goals and teacher performance. Documentation of and teacher response to observation(s) are recorded on the Standards/Indicator Running Record and shared with the teacher.
4. **At the end of each school year**, a conference with the teacher is held to discuss progress toward meeting each goal.
 - A. Goals may be amended based on teacher/principal reflection and discussion.
 - B. Preliminary goals are established for the next year's evaluation.



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TEACHER EVALUATION/PROFESSIONAL GROWTH PROCESS

Summative Evaluation for Non-tenured and Year 3 Tenured

Summative evaluation provides information on the teacher's efficacy – ability to achieve the intended outcome of the planned instruction.

1. **At the beginning of the school year, a meeting is held with all Year 1 and 2 staff to distribute the Teacher Standards, the Professional Growth Goal Form, the Pre-observation Form, the Standards/Indicators Running Record, and the Summative Evaluation. At this time the process is reviewed for goal sharing, collecting evidence of work toward goals, and standards-based growth.**
 - A. **Administrators will collect the completed Professional Growth Goal Form by the 3rd Friday of September.**
 - B. **A goal conference between the teacher and Administrator is scheduled and held by the last Friday of October.**
 - C. **The end-of-year goal conference between the teacher and Administrator is held by the first Friday of June.**
 - D. **Evaluations and conferences must be completed according to the timeline provisions of the CBA.**
2. In the initial goal setting process, the teacher establishes a minimum of one (1) individual goal for each of the six (6) Teacher Standards (also a principal-directed goal and/or a team-based goal may be established).

The Professional Growth Goal is used as follows:

- A. The indicator under the standard is identified (ex. 1.1).
- B. The goal is stated under Action Plan.
- C. The goal's measurement is stated under Measureable Results.
- D. The completed form is submitted to the Supervisor/Administrator no later than the 3rd Friday of September.
- E. The goals are set in the Initial Goals Conference with the principal and reviewed/revised in the spring of the school year.
- F. Once goals have been established, the teacher will review and revise the goals on a yearly basis.

3. Steps in the formal evaluation process include:
 - A. Observation dates are established.
 1. Pre-observation form is completed by the teacher.
 2. Pre-observation conference is held (A minimum of one pre-observation conference is held)
 - i. To clarify goals and context for lesson.
 - ii. To determine the evidence/documentation of student achievement within the lesson.
 - iii. To discuss the teaching and management strategies that will be used.
 - iv. To identify the focus for data collection.
 - B. Observations are conducted and the Administrator's observations are documented on Standards/Indicators Running Record.
 - C. A post conference is held within ten (10) working days of the formal observation. (See the Collective Bargaining Agreement, Article 6.1.) The following should be discussed:
 1. Using the Standards/Indicators Running Record
 - i. Summarize impressions of the lesson.
 - ii. Recall data to support those impressions.
 - iii. Analyze the observation data
 - iv. Synthesize the data/artifact(s) and decide next steps
 - v. Reflect upon the process and propose refinements.
 2. The teacher will date and initial the Standards/Indicators Running Record and be given a copy.

After all observations, the Summative Evaluation is prepared and shared with teacher, including a review of the teacher's professional goals and preliminary goals for the next school year.



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DISTRICT STATUS REPORT TO THE BOARD OF TRUSTEES 2011-2012

**PUBLIC AFFAIRS
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Office of Public Affairs

Ongoing District Communications

- District Website - www.mcpsmt.org
- Social Media - Facebook
- Employee E-Newsletter (email)
- “Soups On” Lunches for Parents
- E-Newsletter for parents and community
- Print, television and radio media communications and contacts
- Supporting materials and communication strategies for District elections and levies
- Graduation Matters Missoula website & e-newsletter for community
- Supporting Materials – Annual Report, MSLAedu conference, TEDx event and other activities.
- Supporting development of Facilities Plan RFQ and resulting communications
- News Releases & Calendar Announcements (media)
- AlertNow Communications (direct phone, cell & text)
- Volunteer Management - information, registration, data
- Annual Retiree Luncheon (November)
- Missoulian display advertising (for district events)

Current Special Projects

■ **21st Century Model of Change** – Our continuous goal is to model (as a district) the use of interactive communications and tools in support of administrators and teachers. Examples: short video segments; blogs and photo galleries. We will be exploring the use of these tools through our local media and online.

■ **New Schoolwires Website Platform** – The District is in the middle of a two-year implementation of new, more interactive websites on the Schoolwires platform. In August, after several weeks of training, design and writing, we launched a new district website at www.mcpsmt.org. In addition, eight schools also launched new sites with our assistance. While these sites continue in their development, training is being provided to teachers in an effort to establish classroom webpages. We will work with the remaining seven elementaries and two middle schools in spring 2013 to bring their websites into the new platform. The new sites are more compatible with mobile devices and various internet browsers, and enhance teaching and learning.

■ **Google Apps for the Classroom** - The District will launch *Google Apps for Education* in the 2012-13 school year. Google provides an extensive suite of educational applications for teachers and students to enhance collaboration. In the next several months, the District will migrate from Microsoft Outlook to Google for employee email. The District will also provide monitored and filtered Google email for high school students.

■ **AlertNow and Infofinder i Communications** – We continue to work with staff to integrate the AlertNow system, which supports communications with parents, students and staff by phone and email. We will be putting these communication services out to bid this coming year. With the implementation of Transfinder, we launched the Infofinder i website this spring, which provides information about schools of attendance (based on home address). The system also identifies bus numbers, bus stops and drop off/pick up times on a map.

■ **Volunteer Program** – The Volunteer Services program made great strides in the 2011-12 school year. We continue to implement the requirement that all volunteers register with the district, sign in when working in buildings and depending on duties, go through a name-based criminal background check. We are partnering with organizations to integrate the procedures in a thoughtful and non-intrusive manner. As of October 2012, we had about 1,862 volunteers registered; 1031 were approved to work with students while not in the presence of an employee because they had gone through a background check. We are also partnering with the Office of Civic Engagement at UM to host two Compact Service Corps members this year at Meadow Hill Middle School and Lewis & Clark Elementary. These two individuals combined will serve more than 750 hours assisting school staff with organizing parent and community volunteers in their schools.